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PARENT AND TEACHER PERCEPTIONS OF
OBJECTIVES OF CATHOLIC RELIGIOUS EDUCATION

by



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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled PARENT AND TEACHER PERCEPTIONS OF OBJECTIVES OF CATHOLIC RELIGIOUS EDUCATION, submitted by James G. Eshpeter in partial fulfillment of the requirements for the degree of Master of Education.

ABSTRACT

This study sought to determine the importance assigned to objectives of Catholic religious education by parents and teachers, and to determine the ranking of the objectives in terms of the amount of stress placed upon them in the classroom by religion teachers. The study also attempted to ascertain which objectives were ranked significantly differently by the parent and teacher groups and subgroups.

The instrument was developed by the researcher. The sixteen objectives which the respondents were asked to rank were drawn from the literature concerned with the aims of religious education.

The analyses of the data were based on responses received from 135 Edmonton parents, 80 Lethbridge parents, 138 Edmonton teachers, and 44 Lethbridge teachers. The replies were analysed in 24 different ways in order to determine if there were differences associated with parents': sex, age, attendance at Catholic schools, level of education, religious denomination, and area of residence, and teachers': sex, age, attendance at Catholic schools, whether or not the teacher is a member of a religious order, area of employment, grade level taught, amount of experience in Catholic schools, and the training the teacher has to teach religion.

Five objectives were generally rated high by both parents and teachers: awaken a sense of God in the child, develop a feeling of responsibility for others, develop moral judgment,

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TABLE OF CONTENTS

Chapter	Page
1. THE PROBLEM	1
SETTING OBJECTIVES	1
THE GENERAL PROBLEM	3
Specific Statement of the Problem	3
Statement of the Sub-problem	4
The Null Hypotheses	5
Statement of Hypotheses	5
School district as variable	5
Parent variables	6
Teacher variables	6
Importance of the Study	8
DEFINITION OF TERMS	11
Perception	11
Educational Objectives	11
Religious Education	11
Liturgy	12
Ecumenical	12
SUMMARY OF CHAPTER 1	12
2. REVIEW OF RELATED LITERATURE	13
POPULAR VIEWS OF CATHOLIC EDUCATION	13
OBJECTIVES OF RELIGIOUS EDUCATION	15

Chapter	Page
SPECIFIC OBJECTIVES OF RELIGIOUS EDUCATION	16
Develop an Emotional Attachment to the Religion	16
Develop a Belief in Catholic Teachings	17
Prepare the Child for Future Religious Unity . .	17
Develop a Useful Understanding of the Bible . .	19
Develop an Understanding of the Mass	20
Train the Child to Practice His Religion	20
Awaken a Sense of God in the Child	21
Search for the Significance of Christian Faith Today	22
Foster Vocations to the Priesthood and the Religious Life	22
Develop a Feeling of Responsibility for Others .	23
Develop Moral Judgment	23
Develop the Ability to Communicate with Others .	24
Develop a Moral Attitude Toward Sex	25
Develop a Knowledge of Human Sexuality	26
Develop a Sense of Racial Justice	26
Develop Respect for the State and for its Laws .	27
SUMMARY OF CHAPTER 2	27
3. RESEARCH PROCEDURE	29
Description of the Sample	30
The parent sample	30
The teacher sample	33

Chapter	Page
The Religious Education Objective Survey	35
Instructions to Respondents	36
Delimitations	37
Limitations	37
Assumptions	38
SUMMARY OF CHAPTER 3	38
4. RESEARCH FINDINGS: SCHOOL DISTRICT VARIABLES . . .	40
Analytic Procedures	40
TESTING THE HYPOTHESES	42
Hypothesis 1	42
Hypothesis 2	45
Hypothesis 3	48
Hypothesis 4	52
Hypothesis 5	56
Hypothesis 6	59
Hypothesis 7	62
Hypothesis 8	65
SUMMARY OF CHAPTER 4	68
5. RESEARCH FINDINGS: PARENT VARIABLES	70
TESTING THE HYPOTHESES	70
Hypothesis 9	70
Hypothesis 10	73
Hypothesis 11	76
Hypothesis 12	79

Chapter	Page
Hypothesis 13	82
Range of Rankings for Each Objective (by Parents)	85
SUMMARY OF CHAPTER 5	86
6. RESEARCH FINDINGS: TEACHER VARIABLES	88
TESTING THE HYPOTHESES	88
Hypothesis 14	88
Hypothesis 15	91
Hypothesis 16	94
Hypothesis 17	97
Hypothesis 18	101
Hypothesis 19	104
Hypothesis 20	107
Hypothesis 21	111
Hypothesis 22	114
Hypothesis 23	117
Hypothesis 24	120
Range of Rankings for Each Objective (by Teachers)	123
SUMMARY OF CHAPTER 6	124
7. SUMMARY OF THE STUDY AND CONCLUSIONS	125
Summary of the Study	125
School district as variable	126
Parent variables	127
Teacher variables	128

Chapter	Page
Summary of the Findings	129
Conclusions	133
Suggestions for Further Studies	134
Recommendations	135
REFERENCES	137
APPENDIX A	141

LIST OF TABLES

Table	Page
1. Composition of the Parent Sample	31
2. Composition of the Teacher Sample	34
3. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Edmonton Teachers and Lethbridge Teachers	43
4. Mean Score and Mean Ranking of Importance of Objectives by Edmonton Teachers and Lethbridge Teachers	44
5. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Edmonton Parents and Lethbridge Parents	46
6. Mean Score and Mean Ranking of Importance of Objectives by Edmonton Parents and Lethbridge Parents	47
7. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Edmonton Parents and Edmonton Teachers	50
8. Mean Score and Mean Ranking of Importance of Objectives by Edmonton Parents and Edmonton Teachers	51
9. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Lethbridge Teachers and Lethbridge Parents	53
10. Mean Score and Mean Ranking of Importance of Objectives by Lethbridge Teachers and Lethbridge Parents	54
11. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Edmonton Teachers and Ranking of Stress Placed Upon Objectives by Edmonton Teachers	57
12. Mean Score and Mean Ranking of Importance of Objectives by Edmonton Teachers and of Stress Placed Upon Objectives by Edmonton Teachers	58

Table	Page
13. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Edmonton Parents and Ranking of Stress Placed Upon Objectives by Edmonton Teachers	60
14. Mean Score and Mean Ranking of Importance of Objectives by Edmonton Parents and of Stress Placed Upon Objectives by Edmonton Teachers . . .	61
15. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Lethbridge Teachers and Ranking of Stress Placed Upon Objectives by Lethbridge Teachers	63
16. Mean Score and Mean Ranking of Importance of Objectives by Lethbridge Teachers and of Stress Placed Upon Objectives by Lethbridge Teachers	64
17. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Lethbridge Parents and Ranking of Stress Placed Upon Objectives by Lethbridge Teachers	66
18. Mean Score and Mean Ranking of Importance of Objectives by Lethbridge Parents and of Stress Placed Upon Objectives by Lethbridge Teachers	67
19. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Male Parents and Female Parents	71
20. Mean Score and Mean Ranking of Importance of Objectives by Male Parents and Female Parents . .	72
21. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Parents Who Attended Catholic Schools and Parents Who Did Not	74
22. Mean Score and Mean Ranking of Importance of Objectives by Parents Who Attended Catholic Schools and Parents Who Did Not	75
23. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Parents Who are Over 40 and Parents Who are 40 or Less	77

Table	Page
24. Mean Score and Mean Ranking of Objectives by Parents Who are Over 40 and Parents Who are 40 or Less	78
25. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Parents with 11 or More Years of Schooling and Parents with Less than 11 Years of Schooling	80
26. Mean Score and Mean Ranking of Importance of Objectives by Parents with 11 or More Years of Schooling and Parents with Less than 11 Years of Schooling	81
27. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Catholic Parents and Non-Catholic Parents	83
28. Mean Score and Mean Ranking of Importance of Objectives by Catholic Parents and Non-Catholic Parents	84
29. Kolmogorov-Smirnov Two Sample Test: Ranking of Importance of Objectives by Male Teachers and Female Teachers	89
30. Mean Score and Mean Ranking of Importance of Objectives by Male Teachers and Female Teachers .	90
31. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Teachers Who Attended Catholic Schools and Teachers Who Did Not	92
32. Mean Score and Mean Ranking of Importance of Objectives by Teachers Who Attended Catholic Schools and Teachers Who Did Not	93
33. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Teachers Who are Over 40 and Teachers Who are 40 or Less	95
34. Mean Score and Mean Ranking of Importance by Teachers Who are Over 40 and Teachers Who are 40 or Less	96
35. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Member of Religious Orders and Non-Members	99

Table	Page
36. Mean Score and Mean Ranking of Importance of Objectives by Members of Religious Orders and Non-Members	100
37. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Elementary Teachers and Secondary Teachers	102
38. Mean Score and Mean Ranking of Importance of Objectives by Elementary Teachers and Secondary Teachers	103
39. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Teachers with More than 10 Years of Experience and Teachers with 10 or Less Years of Experience	105
40. Mean Score and Mean Ranking of Importance of Objectives by Teachers with More than 10 Years of Experience and Teachers with 10 or Less Years of Experience	106
41. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Teachers with Training to Teach Religious Education and Teachers Without Training	108
42. Mean Score and Mean Ranking of Importance of Objectives by Teachers with Training to Teach Religious Education and Teachers Without Training	109
43. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Male Teachers and Stress Placed Upon the Objectives by Male Teachers	112
44. Mean Score and Mean Ranking of Importance of Objectives by Male Teachers and Stress Placed Upon the Objectives by Male Teachers	113
45. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Female Teachers and Stress Placed Upon the Objectives by Female Teachers	115

Table	Page
46. Mean Score and Mean Ranking of Importance of Objectives by Female Teachers and Stress Placed Upon the Objectives by Female Teachers	116
47. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Teachers Aged Over 40 and Stress Placed Upon the Objectives by Teachers Aged Over 40	118
48. Mean Score and Mean Ranking of Importance of Objectives by Teachers Aged Over 40 and Stress Placed Upon the Objectives by Teachers Aged Over 40	119
49. Kolmogorov-Smirnov Two-Sample Test: Ranking of Importance of Objectives by Teachers Aged 40 or Less and Stress Placed Upon the Objectives by Teachers Aged 40 or Less	121
50. Mean Score and Mean Ranking of Importance of Objectives by Teachers Aged 40 or Less and Stress Placed Upon the Objectives by Teachers Aged 40 or Less	122

Chapter 1

THE PROBLEM

When educators speak of objectives, they are referring to explicit formulations of ways in which students will be changed in their thinking, in their feelings, and in their behavior, by the educative process (Bloom, 1956, p. 26). The educative process can have a great effect on the thinking, feelings, and behavior in varying degrees depending on the use of the time and resources available. Downey (1965) states that:

The old question, "which learnings are most important?" is more crucial today than ever before, because today there is more knowledge than ever before from which one may select (p. 79).

Because time and resources are more limited than possible learning objectives not all objectives can be met. Therefore it is essential that specific objectives be identified and ordered according to importance and then be incorporated into a plan that will facilitate the best possible use of time and effort.

SETTING OBJECTIVES

The formulation of educational objectives is a matter of conscious choice on the part of educators based on the educators' experience and philosophy of education. Bloom (1956) explained that:

One type of source commonly used in thinking about objectives is the information available about the students. What is their present level of development? What are their

needs? What are their interests? Another source for objectives is available from investigations of the conditions and problems of contemporary life which make demands on young people and adults and which provide opportunities for them. What are the activities that individuals are expected to perform? What are the problems they are likely to encounter? What are the opportunities they are likely to have for service and self-realization?

Another source of suggestions for objectives comes from the nature of the subject matter and the deliberations of subject-matter specialists on the contributions their subject is able to make to the education of the individual. What is the conception of the subject field? What are the types of learning which can arise from a study of that subject matter? What are the contributions that the subject can make in relation to other subjects (pp. 26-27)?

The problem of selecting from among the many possible objectives and the determination of the emphasis to be placed upon each objective requires some guiding conceptions. The philosophy of the school or school system serves as one guide. What values are important? What relationships between man and society or between man and man are desirable? What relationships between man and God or between man and his church are desirable. Finally, educational objectives must be in compliance with a theory of learning. The employment of a particular learning theory should guide the sequential organization of objectives and the identification of conditions which are necessary for the attainment of the objectives.

Downey (1965) states that "The crucial questions have become: Which purposes should be given emphasis? How should purposes be pursued? And how well are purposes being realized (p. 5)?" In most cases the professional educator makes the decisions concerning methodology and evaluation, but as Downey

(1960) states "the most important determiner of the task of education is the opinion of the public that the educational enterprise serves (p. 4)."

An important consideration in the setting of objectives is "How does the public's perception of educational objectives differ from the perceptions of educators?" The fact that public and separate schools are responsible to the society which they serve does not imply that the schools must yield to the demands of every sub-society. Cowan (1969) states that:

Parental prescription of the task of educating youth might not be the one which educators would adopt. However, the schools and the societies they serve must arrive eventually at consensus concerning the role of education. A logical place to start is with a survey of public perceptions. Such an indication may contribute to improved understanding and ultimately to necessary reforms (p. 3).

Society and the needs of the individual are continually changing. As a result the objectives of education should not be allowed to stagnate but should be revised in response to new situations.

THE GENERAL PROBLEM

The purpose of this study was to determine the ranking of various objectives of Catholic religious education by parents of children attending Catholic schools and by teachers who teach religious education courses. The study also attempted to determine the extent of agreement or disagreement within the parent and teacher groups on the ranking of objectives, and to identify those

objectives which the parent and teacher groups rank significantly differently. Finally, the study attempted to determine which objectives are presently being stressed in Catholic religious education courses.

Specific Statement of the Problem

What is the relative importance placed upon the different objectives of Catholic religious education by parents and by religious education teachers? Do parents and teachers agree on the ranking of the objectives; and, how is the ranking of the objectives related to certain variables descriptive of parent and teacher groups?

To what degree is each of the objectives presently stressed in religious education classes? Does the degree to which the objectives are stressed agree with the parent and teacher perceptions of the importance of the objectives? To what extent are teachers' perceptions of the importance of objectives and the degree of stress placed upon objectives related to teacher characteristics?

Statement of the Sub-problems

What are the relations between the perceptions of the importance of objectives of religious education as seen by parents and teachers, and the following variables?

1. Parents' personal variables--sex, whether or not the parent attended a Catholic school as a child, age, level of education, whether or not the parent is a Catholic, and the

school district in which the parent lives.

2. Teachers' personal variables--sex, whether or not the teacher attended a Catholic school as a child, age, whether or not the teacher is a member of a religious order, the school district in which the teacher teaches, and whether the teacher teaches at the elementary or secondary level.
3. Teachers' academic and professional variables--amount of teaching experience in Catholic schools, and whether or not the teacher has any training for teaching religious education.

What are the relations between the stress placed upon objectives in the classroom and the perceived importance of objectives, and the following variables?

1. Teachers' personal variables--sex, age, and the school district in which the teacher teaches.
2. Parents' personal variables--the school district in which the parent lives.

The Null Hypothesis

The null hypothesis was chosen as the tool for testing the significance of the differences between teacher and parent groups because of the difficulty in setting up precise expectations.

Garret (1926) adds:

In its simplest form . . . this hypothesis asserts that there is no true difference between two population means, and that the difference found between sample means is, therefore, accidental and unimportant. The null hypothesis is akin to the legal principle that a man is innocent until he is proven guilty. It constitutes a challenge; and the function of an experiment is to give the facts a chance to refute (or fail to refute) this challenge (p. 213).

Statement of Hypotheses

School district as variable. There will be no significant differences in the ranking of the importance of the objectives of Catholic religious education between:

1. Edmonton teachers and Lethbridge teachers,
2. Edmonton parents and Lethbridge parents,
3. Edmonton teachers and Edmonton parents,
4. Lethbridge teachers and Lethbridge parents.

There will be no significant differences between the stress placed upon the objectives of Catholic religious education in the classroom by Edmonton teachers and the perceived importance of the objectives by:

5. Edmonton teachers,
6. Edmonton parents.

There will be no significant differences between the stress placed upon the objectives of Catholic religious education in the classroom by Lethbridge teachers and the perceived importance of the objectives by:

7. Lethbridge teachers,
8. Lethbridge parents.

Parent variables. There will be no significant differences between the ranking of the importance of the objectives of Catholic religious education by:

9. male parents and female parents,
10. parents who attended Catholic schools as children and those who did not,
11. parents aged over forty and parents aged forty or less,
12. parents with eleven or more years of schooling and parents with less than eleven years of schooling,
13. Catholic parents and non-Catholic parents,

Teacher variables

14. male teachers and female teachers,
15. teachers who attended Catholic schools as a child and those who did not,
16. teachers aged over forty and teachers aged forty or less,
17. teachers who are members of a religious order and those who are not,
18. elementary teachers and secondary teachers,
19. teachers with more than ten years of experience in Catholic schools and teachers with ten or less years of experience in Catholic schools,
20. teachers with and teachers without formal training to teach religion.

There will be no significant differences between the ranking of the importance of the objectives of Catholic religious education and the stress placed upon these objectives in the classroom by:

21. male teachers,
22. female teachers,
23. teachers over forty years of age,
24. teachers aged forty or less.

Importance of the Study

Over the years most Catholic school systems have, at one time or another, been under attack and the suggestion is commonly made that religious schools should be abolished. According to Isert and Carm (1969):

A comprehensive scientific investigation of Catholic education conducted in 1965 concluded that "there is no evidence that Catholic schools have been necessary for the survival of American Catholicism." Existing evidence from

other studies also show that Catholic schools are not only deficient in their total education function in comparison with the public schools but also that they have failed to make a significant impact on the religious attitudes and conduct of their students. In the light of such research, one asks: Why the Catholic school at all (p. 18)?

In light of statements such as this it is essential that Catholic school supporters be satisfied that there is a good reason for the existence of Catholic schools. A primary area in which Catholic parents must be satisfied is that of the religious education program. Donovan and Swanker (1969, p. 30) suggest that, the only reason for the existence of Catholic schools is that religion is the basis of their programs.

Improving the public image of Catholic schools and of the religious education courses would be greatly facilitated by reliable indications of the views of the public. The sub-problems concerned with the perceptions of parents attempt to ascertain parental views about the aims of religious education courses.

The study of parental opinion is important in view of the Catholic Church's doctrine that parents have extensive rights and obligations in the religious education of their children. Pope Pius XI (1942) in quoting Canon Law said "Parents are under grave obligation to see to the religious and moral education of their children (p. 98)." The right of parents is also supported by the Universal Declaration of the Second Vatican Council as quoted by Holstein (1969), "Parents have a prior right to choose the kind of education that shall be given to their children (p. 76)." However, this should not be interpreted as granting the parent the

sole right in making decisions about the education of Catholic children. Cormack (1970) argues that, "There is no justifiable reason why these three "societies," Church, parent and state, cannot co-operate in perfect harmony in the formation of the child (p. 2)."

Educators must keep appraised of public opinion; on occasion they will deem it desirable to attempt to change and mold public opinion. The research into the views of parents may indicate whether or not there is a need for adult education in the area of religious education. If a need is found the study may indicate which sectors of the community are most in need of adult education. The study may also indicate which subjects should be stressed. The study may also give some indication of the success or failure of past attempts at adult education on the subject of religious education.

In some cases the opinions of parents may indicate a need for changes in the curriculum of religious education courses. It could indicate differences in the needs of children from differing types of home backgrounds or geographical areas. The study may also indicate trends in the thinking of Catholic parents, for example, it may indicate the effects of a Catholic education upon the views of adults. Finally, the study may give some indication of the direction in which public opinion is moving and might be useful in predicting the public opinion of the future.

The sub-problems concerning the views of teachers are

important just as those concerning the views of parents. Cowan (1969) points out that it is not only the parents that may need to re-examine their beliefs:

On occasion, too, they [educators] may find it necessary to re-examine their own beliefs in light of public opinion. Unless the objectives of parents and teachers coincide somewhat, they are not likely to be realized. An obvious indication of divergence of perception between public and teachers might well be parental criticism of the schools, teachers and curriculum (p. 7).

The study may indicate a need for in-service training aimed at the views of the teacher rather than methodology. The study may also indicate which teacher groups are most in need of in-service education. Finally, the study may facilitate the evaluation of past attempts at in-service education.

The study may indicate a need for changes in the procedures for selection and appointment of religious education teachers. For example, a need for religion specialists may be indicated. The study may provide the bases for policies concerning the desirability of appointment of teachers with different personal and professional characteristics, to positions teaching religious education. The study might also indicate what effects Catholic school attendance has had upon teacher attitudes. It might also lead to a recognition of the possibility that some teachers may fit into some schools better than others based on teacher and community characteristics.

The sub-problems concerned with the relations between the stress placed upon objectives in the classroom and the perceived

importance of the objectives are important in two ways. First they may give an indication of the level of dissatisfaction of parents and teachers. Secondly it may give an indication of the degree to which different teacher groups feel free to use their own judgment in teaching religion.

DEFINITION OF TERMS

Perception

Hamilton (1966) defined perception as "The interpretation of a situation made by the individual on the basis of his experience and purposes (p. 8)."

Religious Education

For the purpose of this study the term "religious education" refers specifically to education that is received within formal religion courses.

Ecumenical

Grove (1964) defined ecumenical as "promoting or tending toward world wide Christian unity (p. 721)."

Liturgy

Grove (1964) defined liturgy as "a system or series of ceremonial or ritualistic actions done according to a prescribed arrangement (p. 1323)."

SUMMARY OF CHAPTER 1

Efficient and effective deployment of educational resources demands that objectives be identified and ordered. Apparent confusion over the objectives of Catholic religious education has led to the question "How do the public and the educator perceive the objectives of Catholic religious education and how do the two perceptions differ."

The problem in this study is to investigate the relative importance placed upon each objective of Catholic religious education by parents and teachers of children attending Catholic schools. The problem also involves investigation of the relationship between perceived importance and the degree of stress placed upon the objectives in religious education classes.

Chapter 2

REVIEW OF RELATED LITERATURE

POPULAR VIEWS OF CATHOLIC EDUCATION

Two basic questions for Catholic educators are: What does it mean to be a Catholic today; and what is contemporary Catholic education? Harper (1970) stated that "In our own time, Catholic identity and Catholic education are receiving two differently oriented formulations, which we can designate as traditional and contemporary (p. 32)." The traditional formulation stresses the content which provides the basis for the Catholic religion and Catholic education. Harper (1970) reported the work done by McCluskey who summarized this content:

1. There is a transcendent Deity who has revealed to man that the nature of divinity is a Trinity of persons.
2. Man is a "person," that is, a rational free being whose perfection consists in knowing and possessing truth, beauty and goodness, in a limited fashion during his life upon earth, in an unlimited way for eternity.
3. Though man's material body gives him a continuity with nature, his soul or life principle marks him for a destiny beyond the purely material order.
4. God created man with an added gift or "supernature" by means of which he would be enabled to participate in the divine life after suitable probation.
5. In some mysterious way man lost original integrity so that perfect order is missing in his life.
6. The Eternal Son of God became incarnate to be mankind's Messiah and to restore man to God's full friendship and the supernatural life.

7. Since this restoration can only take place through some kind of incorporation into Christ, church-sponsored education in its broadest and richest sense aims to build Christ in its members (p. 32).

In contrast to the above content approach the contemporary formulation stresses the personal dimension of the Catholic faith. Harper (1970) made a number of statements which serve to illustrate this approach:

a Catholic possesses a certain vision of faith and explicitly embraces and implements Christian principles and values as interpreted and promulgated by the Catholic Church, believing that this is the preferred interpretation specifically indicated by God.

The Catholic school provides the milieu in which a child may most fully live his vision of faith and the principles and values it comprehends. Moreover, the Catholic school prepares him most effectively for carrying this witness into the community at large.

And at a time when children are powerfully influenced by their peers, a Catholic educational situation provides the opportunity for close association with others who share the same vision of faith and outlook on life as themselves, and who, therefore, support the child in his early experience with diversity.

Moreover, a Catholic educational experience, . . . provides the atmosphere for an actual, though small scale, living of genuine Christian community; that is, of a living together with other persons attempting to implement the Christian virtues.

Furthermore, Catholic schools, by their respect for human freedom understood as "determined-indetermination," and their concern with internal self-discipline and self-giving, provide a milieu for learning to live with others in the world, and thereby prepare the child for authentic interpersonal relations in the larger community.

Finally, Catholic schools, if they are honestly functioning under the light of their own principles, will develop in children a sense of personal responsibility with regard to the important issues of the day, among these racism, poverty and war. And most significantly, they will also back up their

students when they attempt to implement these principles in the sphere of action - or the learning experience will become a sham (pp. 33-34).

OBJECTIVES OF RELIGIOUS EDUCATION

It is possible to outline a program of practical religious instruction which takes into account both the traditional and the contemporary approaches to religion. However, it is necessary to consider what aims the religious teacher can reasonably set himself. These aims must seem adequate to the teacher, worthwhile to the children, and useful to the community. But with religious education as with general education there is so much to learn that a selection has to be made of what is to be taught. The test might be the contribution which the subject will make to a pupil's Christian faith, his personality, or his desirability as a citizen. Cox (1966) stated that:

Some subjects succeed in getting taught when their utility has declined because they are a traditional part of education and no one has questioned their usefulness. Is religious education of such a sort? Can it be shown to be making a contribution to the pupil's growth, either as an individual or as a citizen, or is it so much intellectual lumber? There is all the more need to answer this question at a time when many would regard theological knowledge as lumber of a very old-fashioned kind.

Several aims are postulated for the subject, which must be discussed and evaluated (p. 54).

GENERAL OBJECTIVES OF RELIGIOUS EDUCATION

It would be very hard to argue with the general objectives of religious education as expressed by Pope Pius XI (1942), "The

proper and immediate end of Christian education is to cooperate with divine grace in forming the true and perfect Christian . . .

(p. 118)." Pope Pius XI (1942) explains the concept further:

Hence the true Christian, product of Christian education, is the supernatural man who thinks, judges, and acts constantly in accordance with right reason illumined by the supernatural light of the example and teaching of Christ; in other words, to use the current term, the true and finished man of character (p. 119).

There is general agreement upon the basic and general objectives of religious education but there is little agreement about what specific objectives must be given priority in order to attain the general objectives.

SPECIFIC OBJECTIVES OF RELIGIOUS EDUCATION

Develop an Emotional Attachment to the Religion

It is desirable that an emotional attachment toward the religion should be developed within the child. This attitude should be a positive one of enjoyment of and interest in the religious program and the Catholic religion in general. This approach is supported by Isert and Carm (1969) who feel that "a premature teaching of abstract religious ideas to a child will produce deceptive results. Far from intensifying the light of faith in him, it will only create confusion for him (p. 659)." Isert and Carm (1969, p. 658) suggest that children below the age of twelve are unable to understand religious concepts as they are understood by adults. Children below this age often develop erroneous and sometimes very humorous interpretations of religious concepts.

The question arises, what is the point of religious education of a child if he misinterprets much of what he is taught?

The question is answered by Elkind (1964):

Now if religious education is seen only as an intellectual enterprise, there is no point. But true religious education feeds the emotion as well as the mind and it is the child's emotions that are ready for religious training

What this means . . . is that the child must be shown and not told about religion. He must participate in Church services, perform religious rituals, take part in religious customs, truly celebrate religious holidays and be treated with respect and consideration (p. 646).

Develop a Belief in Catholic Teachings

Many Catholic educators feel that the transmission of a collection of beliefs to the pupils is the important function of Catholic schools and that Catholic schools should be evaluated on their ability to perform this function. Bishops Shehan, O'Boyle, Russell, Hodges, Mardaga, and Harper (1968) give an example of the type of doctrinaire belief which should be instilled in the child:

In the field of doctrine, the teaching on the Holy Eucharist is of supreme importance. It is necessary for teachers of religion to emphasize the following points: (1) that a real and substantial change takes place at the Consecration of the Mass which is best described by the word "transubstantiation"; (2) the Real Presence of Christ in the Eucharist and His abiding presence in the Sacrament of the Altar (pp. 21-22); . . .

Prepare the Child for Future Religious Unity

According to the Bishops' Commission on Ecumenical Affairs (1966), "Comparatively few Catholics, . . . are now prepared to express the ecumenical dimension in their daily lives. They must learn to do so; they must be educated for ecumenism (p. 81)."

Miller (1965) agrees with the Bishops' Commission on Ecumenical

Affairs and suggests some directions for education for ecumenism:

(1) They should know what goes on in ecumenical discussions in the World Council of Churches and in the Vatican Council. It is important to know what the issues are, and in these conferences we can find what separates us from our brothers in Christ.

(2) It is also necessary to develop a grass roots ecumenicity, so that we will understand ourselves and others better. Here is the possibility of genuine dialogue across denominational lines that can increase our understanding of the comprehensiveness of Christian faith. More than this, the opportunity to meet and appreciate others will make possible future mergers of churches and will overcome our division without compromising the basic faith which we hold (p. 103).

The Bishops' Commission on Ecumenical Affairs (1966)

proposes seven principles as broad guidelines to promote ecumenical awareness and involvement among Catholic educators and students:

1. The success of education for ecumenism rests on an awareness that a poverty exists in the Christian community because of our tragic separation.
2. Ecumenism is fostered by teaching a renewed theology. In elementary and secondary schools this means a biblical, liturgical, and doctrinal catechesis which form a Christian who has a deeper understanding of the Gospel and who is responsive to the needs of the world.
3. Ecumenism also demands a knowledge of and respect for the beliefs and practices of other confessions and religions.
4. Ecumenism requires that Catholics become aware of any religious prejudices and negative attitudes they harbor and strive for their elimination.
5. Ecumenism lives and grows through encounter.
6. Education for ecumenism should issue in common witness and service in the world.
7. All of these principles must be internalized through meditative prayer for unity (p. 98).

Develop a Useful Understanding of the Bible

Cox (1966, pp. 54-55) explained that traditionally Bible study has been justified on the bases of one of two theories. The first is that knowledge of the Bible will in some undefined way have a beneficial effect on the pupil and produce in him faith and moral character. The second justification was that the Bible should be studied for its cultural and literary value.

The tendency in recent literature is to suggest a new approach to Bible study which stresses the spirit of the Bible.

According to Miller (1965):

No longer is the Bible considered an end in itself; nor is it considered a kind of resource book for problem solving. The problem today is to learn to think biblically about the religious issues in one's life. We hope that pupils will go to the Bible with new questions, questions that emerge from their attempt to see the meanings of their lives, and to learn to reflect on these issues from a biblical point of view (p. 104).

Cox (1966, p. 51) in discussing the findings of research done by Goldman reported that findings have indicated a need to select Bible material which conveys its true meaning to the children at the age at which they hear it. The research indicated that symbolic truths which require abstract thought for full understanding may, if used at too early an age, convey ideas different from what their teacher intends.

Cox (1966) concluded by saying:

Use of abstract material at an immature age may give the wrong impression of what religion is about and cause the pupil to reject it, before he is able to think abstractly and deeply about it. There is need for much more investigation of how children understand Biblical material, a careful grading of it,

and a construction of syllabuses which introduce the right stories at the right time (p. 51).

Develop an Understanding of the Mass

In Catholic education it is a widely held view that one of the objectives of religious education should be that the child gain an understanding of the Mass. Dingman (1969) states that, "religious education must also be education in liturgy. To the extent that students are made aware of community ecclesiology, they will be led to a deeper appreciation of the liturgy . . . (p. 88)." Bishops Shehan, O'Boyle, Russell, Hodges, Mardaga, and Harper (1968) proposed that:

To make liturgical celebrations meaningful within the present structure, we must also continue to educate our people. We must help them broaden their horizons so that they may better understand the value of sharing in the Church's celebration as God's people. We should also help them to feel more deeply the need to worship God the Father through Jesus Christ not only as individuals but also as a community. Particular care should be taken by priests and teachers to adapt the Liturgy of the Mass to the needs of the young, especially to those of high-school years (p. 22).

Train the Child to Practice His Religion

Many people hold the view that one of the important objectives of religious education should be to train the child to practice his religion. Neuwien (1966, p. 265), in reporting on The Notre Dame Study of Catholic Elementary and Secondary Schools in the United States, reported that 94.1% of the parents surveyed assigned the highest level of importance to this objective. The importance of this objective, in so far as attendance at Mass on Sunday is

practicing religion, is pointed out by Bishops Shehan, O'Boyle, Russell, Hodges, Mardaga, and Harper (1968):

For many Catholics attendance at Mass on Sunday is the only means of contact with the Word of God proclaimed in the readings of the homily and other parts of the Mass. If, during the crucial years of high school, one ceases to attend Mass, it is not likely that he will automatically resume the practice upon graduation (p. 23).

Wainwright (1963) in reporting the contents of the Bristol Syllabus of Christian Education reported it as saying:

We hope that the religious experience gained in school, in morning assembly and in the classroom, will not be laid aside on leaving, but will develop into a concerned adult outlook and practice within the local community (p. 1).

Awaken a Sense of God in the Child

Joyce (1968) feels that:

The catechist's primary objective should be to awaken a sense of God in the child. Since the child learns through activity and is able to enter into personal relationships, the reality of God must be represented to him through these paths (p. 46).

Joyce (1968, p. 46) then goes on to point out that the teacher should avoid introducing God in terms of what he can do for us, rather, He should be viewed as a loving father; a loving father who creates and uses matter. Joyce (1968) suggested that a sense of God might successfully be awakened in the child by initiating him into the life of prayer:

The child must be helped to relate himself to God on a person to person level. Nor does relationship with God imply withdrawal from others. Prayer must be social, if it is to be authentically Christian. The catechist builds on the child's capacity to be aware of the many relationships of life. She helps him to see that all these relationships are signs of our

Father and that we encounter our Father through these signs (p. 46).

Search for the Significance of Christian Faith Today

The search for the significance of Christian faith today has been suggested as a vital part of modern religious studies. This aspect of religious education should be primarily exploratory rather than transmissive. Henderlite (1969) points out that this approach to religious education:

passes on the heritage of the church to the new generation, but it requires that we question and probe rather than memorize. It pushes toward the most relentless inquiry into the Word of God for urban, technological man (p. 22).

Foster Vocations to the Priesthood and the Religious Life

One of the growing problems of the Catholic Church in North America is the shortage of priests. Although it is less urgent there is also a shortage of people in the other religious vocations. Over the next few years these shortages can be expected to become even more serious. One possible solution to the problem is to have religious educators seriously attempt to foster vocations to the priesthood and the religious life through religious education classes. The Notre Dame Study of Catholic Elementary and Secondary Schools in the United States, which was reported by Neuwien (1966, p. 265), found that of the parents surveyed 57.9% considered fostering vocations a matter of high importance.

Developing a Feeling of Responsibility for Others

It is hoped that the child will become aware of the dignity of all people and of his duty to minister to the poor, the sick, and the disadvantaged. As Dingman (1969) put it, "This is education in responsibility. This is education in human dignity and reverence for life. This is hope for the troubled world (p. 88)." An approach of this kind should lead to the development of an attitude of humanitarianism, charity, and love. In his discussion of social responsibility Miller (1965) stated that "We are called to responsible Christian citizenship, and this theme must work its way more definitely into our Christian education materials (p. 102)."

Develop Moral Judgment

The traditional approach to teaching moral conduct was outlined by Cox (1966, p. 57) who sees it as involving three steps. The first step is to tell the pupils under what circumstances an action is right and under what circumstances it is wrong. The second step is to explain to them why this distinction is made between the two types of conduct and convincing them that it is a valid one. The final step is to persuade them to choose the right conduct and abstain from the wrong.

The view toward teaching morals is changing as is pointed out by Box (1966):

There is a growing feeling that religious education ought to be, in the jargon of today, "open ended". This means it should have as its aim the giving to children of a religious

view of life and then allowing them freely to make up their minds how that view shall express itself both in belief and practice (p. 66).

Regardless of which approach is preferred the ultimate aim is to develop a moral person. According to Meyer (1970) "a person's morality is primarily a measure of his ability to make moral judgments and to arrive at decisions on the basis of moral principles (p. 47)." This implies that religion courses should place considerable emphasis upon developing the ability to make a free but moral choice, using rational methods of decision-making. Kohlberg in an article by Itkin, Marx, and Shapiro (1969) proposed that:

moral judgment is something quite different from knowing the rules or being able to recite them. Moral judgment refers to the capacity of the individual to assess a situation and to base his judgment on certain considerations. The basis for making these judgments reflects in each child his level of moral development. It is possible further to develop moral character in the child through an educational program designed to stimulate this capacity for moral judgment (p. 313).

Develop the Ability to Communicate with Others

One of the most prominent objectives of Catholic religious education is that of promoting the child's ability to communicate with other people. McBride (1969) in discussing some of the aims of religious education suggested that the student should learn to:

Pay more attention to the prerational moments of communication. Become aware of how much communicating goes on at the nonverbal level. Gain, therefore, a new respect for the experiential - and even the mystical dimensions of our lives and relationships (p. 26).

Cox (1966) discussed the factors which make the

development of the ability to communicate an important part of religious education in the secondary school:

By junior school age children have begun to break out of the narrower experience of home and self to begin to make contact with their peers through games and gangs. They have experience of friendship and childish enmities, and have started to realize that living with others involves problems of personal relationships and some modification of spontaneous behavior. Proper management of such relationships are the concern of the Christian religion . . . (p. 87).

Develop a Moral Attitude Toward Sex

It is a common view of Catholic educators and parents that sex education should be an education designed to develop moral attitudes toward sex. According to the Interfaith Commission on Marriage and Family Life (1968):

Sex is a dynamic urge or power, arising from one's basic maleness or femaleness, and having complex physical, psychological and social dimensions. These dimensions, we affirm, must be shaped and guided by spiritual and moral considerations which derive from our Judaeo-Christian heritage. This heritage teaches us that the source of values to guide human behavior is in God.

The sexual attitudes of children develop as part of their general social attitudes. Furthermore, respectful and considerate sexual attitudes help create healthy social attitudes. When the family and society view sex as loving and fulfilling, rather than prurient and exploitive, then both the social and sexual attitudes of children benefit. A healthful approach to sexual relations, willingness and ability to impart sexual information in a manner proportionate to the child's stage of development - these are among the elements which foster healthy sexual attitudes and behavior in the young (p. 43).

This approach suggests that education should strive to create understanding and conviction that decisions about sexual behavior must be based upon moral and ethical values.

Develop a Knowledge of Human Sexuality

Some people favor the view that sex education should be approached from the biological-psychological point of view rather than from a moral or ethical point of view. The purpose of this approach is to provide the child with information about his body and his emotions. The need for the school to supply this information arises as a result of the failure of parents to adequately instruct their children in sexual matters. A program of this type would place high importance upon the biological and psychological factors of family life. Ethical and moral factors of sex education would be dealt with as peripheral rather than central to the subject.

Develop a Sense of Racial Justice

The problem of racial justice is presently a burning issue. The issue is highly charged with emotion for many people. Bishops Shehan, O'Boyle, Russell, Hodges, Mardaga, and Harper (1968) feel that "It is of great importance that the teacher form his conscience on the issues and then give the students the basis for formation of their own (p. 21)." It is essential that the teacher deal with the issues as straight-forwardly and as adequately as possible. The teacher must not only present the Catholic Church's teachings on the subject but also stress the duty of people to support programs designed to meet the problem.

Develop Respect for the State and for its Laws

Many people feel that religious education should promote a respect, and even a patriotic devotion, for the state. Related to this is a feeling that respect for and adherence to the laws of the state should also be promoted. The Notre Dame Study of Catholic Elementary and Secondary Schools in the United States, which was reported by Neuwien (1966, p. 267), found that 95% of those parents surveyed attached great importance to the goals of making children good citizens of the United States and training them to respect persons and property. As Pope Pius XI (1942) said:

Indeed a good Catholic, precisely because of his Catholic principles, makes the better citizen, attached to his country, and loyally submissive to constituted civil authority in every legitimate form of government. (p. 115).

However, the people who promote this objective feel that there should be a definite effort to promote a respect for the state and its laws rather than to count on it being a by-product of other religious teachings.

SUMMARY OF CHAPTER 2

There are presently two orientations toward Catholic religious education, the traditional and the contemporary. The traditional formulation stresses the content which provides the basis for Catholic religion and Catholic education. The contemporary formulation stresses the personal dimension of the Catholic faith. With religious education as with general education

there is so much to learn that a selection has to be made of what is to be taught. Because not all objectives of religious education can be met the following objectives should be ranked according to importance and then dealt with in light of their perceived importance: (1) develop an emotional attachment to the religion, (2) develop a belief in Catholic teachings, (3) prepare the child for future religious unity, (4) develop a useful understanding of the Bible, (5) develop an understanding of the Mass, (6) train the child to practice his religion (7) awaken a sense of God in the child, (8) search for the significance of the Christian faith today, (9) foster vocations to the priesthood and the religious life, (10) develop a feeling of responsibility for others, (11) develop more judgment, (12) develop the ability to communicate with others, (13) develop a moral attitude toward sex, (14) develop a knowledge of human sexuality, (15) develop a sense of racial justice, and (16) develop a respect for the state and its laws.

Chapter 3

RESEARCH PROCEDURE

The focus of this study was the priority assigned to each objective of Catholic religious education by parents and teachers of children attending Catholic schools. The assignment of priorities had two dimensions; first the parents and teachers were asked to rank the objectives according to what they felt was their order of importance, second the teachers were asked to rank the objectives according to the stress they place upon them in religion class.

The first step in gaining the permission of school districts to conduct the proposed study was to gain the support of Mr. Steven Rusak, the Executive Director of the Alberta Catholic School Trustees' Association. Permission to conduct the proposed study was then requested of the Catholic separate school districts at Edmonton, Lethbridge, and Medicine Hat. Permission was granted by all three school districts, however, because of a shortage of time the Medicine Hat Catholic Separate School District could not be included in the study.

In mid March a letter by Mr. Rusak was sent to each teacher and parent in the sample. It explained that a questionnaire on religious education would be sent to them shortly and encouraged them to cooperate by completing and returning the questionnaire. Two days later the questionnaires were distributed, by mail, to

both teachers and parents. Two weeks after the questionnaires were distributed a reminder was sent to all teachers and parents who had not yet returned the questionnaires.

Description of the Sample

The analysis of this study was based on 397 usable surveys. Two hundred fifteen were from parents; one hundred eighty-two were from teachers. This represents 53% of the total number of families surveyed and 75.8% of the teachers surveyed.

The parent sample. Table 1 shows the composition of the parent sample. Edmonton parents numbered 135, representing 62.8% of the sample while Lethbridge parents numbered 80, representing 37.2% of the sample. There were 78 males comprising 36.3% of the sample and 137 females comprising 63.7% of the sample. One hundred nineteen parents had attended Catholic schools as children, representing 55.4% of the sample, 96 had not attended Catholic schools as children, representing 44.6% of the sample. Ninety-three or 43.3% of the parents were forty or fewer years of age, 122 or 56.7% of the parents were over forty. Eighty-eight or 40.9% of the sample had less than ten years of schooling while 127 parents or 59.1% of the sample had over ten years of schooling. Seventeen parents are not Catholic and represent 7.8% of the sample, 198 parents are Catholic and represent 92.2% of the sample.

The Edmonton parent sample was drawn from the voters list. Three Catholic families were chosen at random from each of the two

Table 1
Composition of the Parent Sample

Category	Frequency	Percentage of Total Sample
Total parent sample	215	100
Edmonton parents	135	62.8
Lethbridge parents	80	37.2
Male parents	78	36.3
Female parents	137	63.7
Parents who attended Catholic schools as children	119	55.4
Parents who did not attend Catholic schools as children	96	44.6
Parents aged 40 or less	93	43.3
Parents aged over 40	122	56.7
Parents with 10 or less years of schooling	88	40.9
Parents with over 10 years of schooling	127	59.1
Catholic parents	198	92.2
Non-Catholic parents	17	7.8

hundred electoral areas in Edmonton. Because there was no way of knowing which of the families had children attending Catholic schools a priority system was set up and each family was contacted by telephone. The priority system consisted of placing the three names from each electoral district on a card. The two hundred cards, with three names on each one, were shuffled like a deck of playing cards until the cards were in random order. The first name on each card was contacted. When the first names had all been contacted the researcher moved on to the second name on each card. This process was continued until 113 suitable families were found. First they were asked whether or not they had children attending Catholic schools, if the answer was yes they were then told that they would soon be receiving a questionnaire asking their views about the objectives of religious education. There was also an attempt to encourage them to complete and return the questionnaires. Two questionnaires were then sent out to each of the 113 families, one for each parent. This sample may be biased toward families which have telephones.

The Lethbridge parent sample was drawn from a census of all students in Lethbridge Catholic schools. The names of 100 students were chosen at random from the census. The parents of these students became the parent sample. No family was used twice. Each family was sent two questionnaires, one for each parent. This method of drawing the sample may be biased toward large families.

The teacher sample. Table 2 shows the composition of the teacher sample. Edmonton teachers numbered 138, representing 75.8% of the sample while Lethbridge teachers numbered 44, representing 24.2% of the sample. There were 52 males comprising 28.6% of the sample and 130 females comprising 71.4% of the sample. One hundred thirty-three teachers had attended Catholic schools as children representing 74.2% of the sample, 49 had not attended Catholic schools, representing 25.8% of the sample. One hundred twenty or 66% of the teachers were forty or less years of age, 62 or 35% of the teachers were over forty years of age. Members of religious orders numbered 34, representing 19.2% of the sample while lay teachers numbered 148, representing 80.8% of the sample. There were 126 teachers with ten or less years of experience teaching in Catholic schools, comprising 69.2% of the sample and 56 teachers with over ten years of experience teaching in Catholic schools, comprising 30.8% of the sample. Eighty-two or 45.1% of the teachers had some training to teach religious education, 100 or 54.9% had no training to teach religious education. Ninety-nine or 54.4% of the teachers teach at the elementary level while 83 or 45.6% teach at the secondary level.

Questionnaires were sent to 89 elementary teachers and 89 secondary teachers from Edmonton. For the sample of elementary teachers it was assumed that all elementary teachers teach religion. A list was made of all elementary teachers and 89 of them were chosen at random. No teacher was chosen twice. For the

Table 2
Composition of the Teacher Sample

Category	Frequency	Percentage of Total Sample
Total teacher sample	182	100
Edmonton teachers	138	75.8
Lethbridge teachers	44	24.2
Male teachers	52	28.6
Female teachers	130	71.4
Teachers who attended Catholic schools as children	133	74.2
Teachers who did not attend Catholic schools as children	49	25.8
Teachers aged 40 or less	120	66.0
Teachers aged over 40	62	34.0
Members of religious orders	34	19.2
Lay teachers	148	80.8
Teachers with 10 or less years of experience in Catholic schools	126	69.2
Teachers with over 10 years of experience in Catholic schools	56	30.8
Teachers with training to teach religion	82	45.1
Teachers without training to teach religion	100	54.9
Elementary teachers	99	54.4
Secondary teachers	83	45.6

sample of secondary teachers a list of all secondary teachers who teacher religion was compiled. From this list 89 different teachers were chosen at random.

For the sample of Lethbridge teachers, questionnaires were sent to all teachers within the school system who teach religion. The total number of religion teachers in the Lethbridge Catholic Separate School District was 61.

The Religious Education Objective Survey

The instrument used to collect information on parent and teacher perception of the importance of different objectives of religious education and the degree to which the objectives are stressed in religion classes was constructed by the researcher. The objectives were selected from the literature concerned with the aims of religious education. The literature was reviewed in chapter two.

In selecting and stating the objectives three goals were kept in mind: that most of the important objectives of Catholic religious education be included, that there be as little duplication as possible, and that the objectives be worded in as neutral a manner as possible.

The items on the survey instrument were coded with letters from the Greek Alphabet. The researcher believed that the use of the English Alphabet might lead some of the respondents to believe that there was a correct way of ordering the items. For purposes of reporting the analysis of the data, numbers have been reassigned

to the objectives. The sixteen survey objectives are:

1. Develop an emotional attachment to the religion.
2. Develop a feeling of responsibility for others.
3. Search for the significance of Christian faith today.
4. Develop a sense of racial justice.
5. Develop the ability to communicate with others.
6. Train the child to practice his religion.
7. Develop moral judgment.
8. Develop respect for the state and its laws.
9. Develop a knowledge of human sexuality.
10. Develop a moral attitude toward sex.
11. Develop a useful understanding of the Bible.
12. Foster vocations to the priesthood and the religious life.
13. Develop a belief in Catholic teachings.
14. Awaken a sense of God in the child.
15. Develop an understanding of the mass.
16. Prepare the child for future religious unity.

Instructions to Respondents

Each respondent was supplied with a set of gummed objective labels, and was asked to sort the objectives according to their importance in Catholic religious education classes. The teachers were also asked to sort an identical set of labels according to the degree to which they are stressed in the religion class. In the first box at the top of the answer sheet, the respondent was requested to place the objectives that he considered to be most important. In the second box he was to place the objective label next in importance, continuing to place all of the labels into the boxes in order of decreasing importance until he had placed the objectives he considered least important in the sixteenth box. Separate answer sheets were provided for parents and educators due to the different personal information requested of each group and also because educators were asked to sort the

labels according to stress as well as importance. The educators were asked to sort the labels according to importance first and then to sort them according to stress.

Delimitations

1. No attempt was made to evaluate the views of students.
2. The teacher sample was restricted to teachers who teach religion.
3. The parent sample was limited to parents with children attending Catholic schools.
4. The study of religious education was restricted to that of Catholic religious education.

Limitations

1. The study was confined to 215 parents and 182 teachers from the cities of Edmonton and Lethbridge.
2. Socioeconomic data were not obtained for the parents.
3. Data concerning the personal practice of religion was not obtained for either parents or teachers.
4. The Religious Education Objective Survey is a forced choice instrument. Accordingly, it is impossible for the researcher to determine if the respondent would wish to eliminate some of the low ranking objectives or to add others.
5. Variations in the situations under which the responses were made such as the likelihood of mutual consultation between

teachers or between parents (man and wife) have likely affected the responses.

6. The parent samples were chosen on slightly different bases, the Edmonton sample may be biased toward parents with telephones and the Lethbridge sample may be biased toward parents with larger families.

Assumptions

1. It was assumed that the Religious Education Objective Survey possessed the degree of validity and reliability necessary for this study.
2. It was assumed that the questions were answered in good faith.
3. It was assumed that teachers could distinguish between what they did stress in their religious education classes and what should be stressed.

SUMMARY OF CHAPTER 3

The parent sample was chosen from the parents of Catholic school students in Edmonton and Lethbridge. The teacher sample was chosen from teachers who teach religion in Catholic schools in Edmonton and Lethbridge.

The instrument used to collect the data was constructed by the researcher. The objectives which parents and teachers were asked to rank were selected from literature concerned with the aims of religious education. The survey was distributed to the

parents and teachers by mail. Similarly, the responses were returned to the researcher by mail.

Chapter 4

RESEARCH FINDINGS: SCHOOL DISTRICT VARIABLES

To facilitate reading and understanding the research findings have been reported in three chapters. Hypotheses with school district as the variable are reported in chapter four, hypotheses with parent characteristics as the variable are reported in chapter five, and hypotheses with teacher characteristics as the variable are reported in chapter 6.

Analytic Procedure

Data obtained from the returned surveys were processed with the assistance of computer services of the Department of Computing Science. Because the responses provided by the Religious Education Objective Survey were ordinal in nature, and because normal distribution could not be assumed, nonparametric statistics were used.

A numerical value for each of the objectives was established, for each respondent, in the following manner. The boxes onto which the objective labels were placed were assigned ordinal number values from one to seven. The most important box, Box 1, was assigned an ordinal value of seven, Boxes 2 and 3 were assigned a value of six, Boxes 4, 5, and 6 were assigned a value of five, Boxes 7, 8, 9, and 10 were assigned a value of four, Boxes 11, 12, and 13 were assigned a value of three, Boxes 14 and 15 were

assigned a value of two, and Box 16 was assigned a value of one. The effect of this weighting scheme was to achieve a numerically normal distribution of the objectives. Those objectives which were perceived as most important received high numerical values, those perceived as least important received a low numerical value, and the bulk of the objectives were assigned intermediate values.

To ascertain whether or not there was agreement between the various sets of sample values the Kolmogorov-Smirnov Two-Sample Test was used. Because the null hypotheses were not directional in nature the two-tailed test was used. For individual item analysis, all levels of significance are reported. The .05 level was required for significance on any item. The null hypothesis was rejected as stated when there was a significant difference on one or more of the individual objectives. The level of significance was computed from the chi square approximation of D which was explained by Siegel (1956).

The probability associated with an observed value of D was determined by using the chi square approximation with two degrees of freedom and referring to the Table of Critical Values of Chi-Square from Siegel (1956).

The "mean score" given for each objective is the average level of importance given to the objective on the basis of a seven point continuous scale. The "mean rank" given for each objective indicates where the particular objective was ranked, in relation to

the fifteen other objectives.

TESTING THE HYPOTHESES

Hypothesis 1

There will be no significant differences in the ranking of the importance of the objectives of Catholic religious education between Edmonton teachers and Lethbridge teachers.

Table 3 gives the D maximum values, the chi square approximations of D, and the significance levels of the differences between Edmonton teachers and Lethbridge teachers. Table 4 shows the mean scores and the mean rankings of the objectives for these groups.

On an item-by-item basis, there were significant differences for ten of the objectives. For three of the objectives the differences were significant at the .001 level. Objective 5, develop the ability to communicate with others was rated higher by Edmonton teachers than by Lethbridge teachers. Objective 12, foster vocations to the priesthood and the religious life was rated higher by Lethbridge teachers than by Edmonton teachers. Objective 15, develop an understanding of the mass, was also rated higher by Lethbridge teachers than by Edmonton teachers.

Three of the objectives were rated differently at the .01 level of significance. Objective 4, develop a sense of racial justice was rated higher by Edmonton teachers than by Lethbridge teachers. Objective 3, search for the significance of the

Table 3

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives
 by Edmonton Teachers and Lethbridge Teachers

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.080	0.848	.70
2. Develop a feeling of responsibility for others.	0.238	7.547	.05
3. Search for the significance of Christian faith today.	0.290	11.212	.01
4. Develop a sense of racial justice.	0.273	9.921	.01
5. Develop the ability to communicate with others.	0.331	14.623	.001
6. Train the child to practice his religion.	0.105	1.464	.50
7. Develop moral judgment.	0.117	1.835	.50
8. Develop respect for the state and its laws	0.219	6.422	.05
9. Develop a knowledge of human sexuality.	0.101	1.356	.05
10. Develop a moral attitude toward sex.	0.079	0.827	.70
11. Develop a useful understanding of the Bible.	0.052	0.366	.90
12. Foster vocations to the priesthood and the religious life.	0.345	15.841	.001
13. Develop a belief in Catholic teachings.	0.280	10.485	.01
14. Awaken a sense of God in the child.	0.242	7.800	.05
15. Develop an understanding of the mass.	0.335	15.004	.001
16. Prepare the child for future religious unity.	0.081	0.869	.70
Edmonton teachers: N = 138			
Lethbridge teachers: N = 44			

Table 4

Mean Score and Mean
Ranking of Importance of Objectives
by Edmonton Teachers and Lethbridge Teachers

Objectives	EDMONTON TEACHERS		LETHBRIDGE TEACHERS	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion.	2.81	14	2.70	14
2. Develop a feeling of responsibility for others.	5.59	2	5.07	2
3. Search for the significance of Christian faith today.	4.55	5	5.02	3
4. Develop a sense of racial justice.	4.34	6	3.59	10
5. Develop the ability to communicate with others.	5.09	4	4.16	7
6. Train the child to practice his religion.	3.74	11	4.07	8
7. Develop moral judgment.	5.12	3	4.98	4
8. Develop respect for the state and its laws.	3.92	9	3.43	12
9. Develop a knowledge of human sexuality.	2.53	15	2.27	16
10. Develop a moral attitude toward sex.	3.06	13	2.91	13
11. Develop a useful understanding of the Bible	3.94	8	4.05	9
12. Foster vocations to the priesthood and the religious life.	2.00	16	2.68	15
13. Develop a belief in Catholic teachings.	4.23	7	4.68	5
14. Awaken a sense of God in the child.	5.94	1	6.41	1
15. Develop an understanding of the mass.	3.75	10	4.50	6
16. Prepare the child for future religious unity.	3.37	12	3.48	11

Christian faith today, and 13 develop a belief in Catholic teachings were rated higher by Lethbridge teachers than by Edmonton teachers.

Four of the objectives were rated differently at the .05 level of significance. Objectives 2, develop a feeling of responsibility for others, 8, develop respect for the state and its laws, and 9, develop a knowledge of human sexuality were all rated higher by Edmonton teachers than by Lethbridge teachers. Lethbridge teachers rated objective 14, awaken a sense of God in the child, higher than Edmonton teachers.

Although objective 14, awaken a sense of God in the child, was rated significantly higher by Lethbridge teachers than by Edmonton teachers, it was ranked highest by both groups. Similarly although objective 2, was rated significantly higher by Edmonton teachers than by Lethbridge teachers it was rated second highest by both groups.

On an item-by-item analysis, significant differences between the two groups were observed; therefore, the null hypothesis is rejected.

Hypothesis 2

There will be no significant differences in the ranking of the importance of the objectives of Catholic religious education between Edmonton parents and Lethbridge parents.

Table 5 gives the D maximum values, the chi square

Table 5

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives
 by Edmonton Parents and Lethbridge Parents

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.131	3.474	.20
2. Develop a feeling of responsibility for others.	0.088	1.571	.50
3. Search for the significance of Christian faith today.	0.113	2.543	.30
4. Develop a sense of racial justice.	0.068	0.918	.70
5. Develop the ability to communicate with others.	0.156	4.891	.10
6. Train the child to practice his religion.	0.131	3.474	.20
7. Develop moral judgment.	0.206	8.490	.02
8. Develop a respect for the state and its laws.	0.090	1.638	.50
9. Develop a knowledge of human sexuality.	0.125	3.140	.30
10. Develop a moral attitude toward sex.	0.047	0.440	.90
11. Develop a useful understanding of the Bible.	0.164	5.427	.10
12. Foster vocations to the priesthood and the religious life.	0.079	1.259	.70
13. Develop a belief in Catholic teachings.	0.159	5.096	.10
14. Awaken a sense of God in the child.	0.058	0.673	.80
15. Develop an understanding of the mass.	0.170	5.832	.10
16. Prepare the child for future religious unity.	0.069	0.956	.70
Edmonton parents: N = 135			
Lethbridge parents: N = 80			

Table 6

Mean Score and Mean
Ranking of Importance of Objectives
by Edmonton Parents and Lethbridge Parents

Objectives	EDMONTON PARENTS		LETHBRIDGE PARENTS	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion.	3.42	12	3.14	14
2. Develop a feeling of responsibility for others.	5.04	4	4.91	2
3. Search for the significance of Christian faith today.	4.36	6	4.46	5
4. Develop a sense of racial justice.	4.01	8	3.94	10
5. Develop the ability to communicate with others.	5.10	3	4.82	3
6. Train the child to practice his religion.	3.90	9	4.36	7
7. Develop moral judgment.	5.22	2	4.61	4
8. Develop respect for the state and its laws.	4.70	5	4.44	6
9. Develop a knowledge of human sexuality.	2.87	15	2.61	15
10. Develop a moral attitude toward sex.	3.45	11	3.55	12
11. Develop a useful understanding of the Bible.	3.35	14	3.84	11
12. Foster vocations to the priesthood and the religious life.	2.11	16	2.27	16
13. Develop a belief in Catholic teachings.	4.08	7	4.35	8
14. Awaken a sense of God in the child.	5.24	1	5.27	1
15. Develop an understanding of the mass.	3.78	10	3.99	9
16. Prepare the child for future religious unity.	3.36	13	3.41	13

approximations of D, and the significance levels of the differences between Edmonton parents and Lethbridge parents. Table 6 shows the mean scores and the mean rankings of the objectives for these groups.

On an item-by-item basis, there was a significant difference for only one of the objectives. Objective 7, develop moral judgment, was rated higher by Edmonton parents than by Lethbridge parents at the .02 level of significance.

Edmonton parents favored objectives 14, awaken a sense of God in the child, 7, develop moral judgment, and 5, develop the ability to communicate with others, in that order.

Lethbridge parents favored objectives 14, awaken a sense of God in the child, 2, develop a feeling of responsibility for others, and 5, develop the ability to communicate with others, in that order.

Both parent groups ranked objective 12, foster vocations to the priesthood and the religious life, lowest in importance. As second lowest in importance both groups chose objective 10, develop a knowledge of human sexuality.

On an item-by-item analysis, a significant difference between the two groups was observed; therefore, the null hypothesis is rejected. However, it must be remembered that it is rejected on the basis of only one significant difference.

Hypothesis 3

There will be no significant differences in the ranking of

the importance of the objectives of Catholic religious education between Edmonton teachers and Edmonton parents.

Table 7 gives the D maximum values, the chi square approximations of D, and the significance level of the differences between Edmonton parents and Edmonton teachers. Table 8 shows the mean scores and the mean rankings of the objectives for these groups.

On an item-by-item basis, there was a significant difference for seven of the objectives. In two cases the significance was at the .001 level. Objective 2, develop a feeling of responsibility for others, was rated higher by Edmonton teachers than by Edmonton parents. Objective 8, develop a respect for the state and its laws, was rated higher by Edmonton parents than by Edmonton teachers.

Three of the objectives were rated differently at the .01 level of significance. Objective 10, develop a moral attitude toward sex, was rated higher by Edmonton parents than by Edmonton teachers. Objectives 11, develop a useful understanding of the Bible, and 14, awaken a sense of God in the child, were both rated higher by Edmonton teachers than by Edmonton parents.

Objective 1, develop an emotional attachment to the religion, was the only objective to be rated differently at the .02 level. It was rated higher by Edmonton parents than by Edmonton teachers.

Objective 9, develop a knowledge of human sexuality, was

Table 7

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives
 by Edmonton Parents and Edmonton Teachers

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.169	7.834	.02
2. Develop a feeling of responsibility for others.	0.238	15.525	.001
3. Search for the significance Christian faith today.	0.114	3.578	.20
4. Develop a sense of racial justice.	0.129	4.523	.20
5. Develop the ability to communicate with others.	0.023	0.149	.95
6. Train the child to practice his religion.	0.062	1.033	.70
7. Develop moral judgment.	0.082	1.848	.50
8. Develop respect for the state and its laws.	0.310	26.175	.001
9. Develop a knowledge of human sexuality.	0.160	7.008	.05
10. Develop a moral attitude toward sex.	0.186	9.410	.01
11. Develop a useful understanding of the Bible.	0.223	13.519	.01
12. Foster vocations to the priesthood and the religious life.	0.095	2.481	.30
13. Develop a belief in Catholic teachings.	0.094	2.414	.30
14. Awaken a sense of God in the child.	0.196	10.535	.01
15. Develop an understanding of the mass.	0.046	0.579	.80
16. Prepare the child for future religious unity.	0.049	0.658	.80
Edmonton parents: N - 135			
Edmonton teachers: N = 138			

Table 8

Mean Score and Mean
Ranking of Importance of Objectives
by Edmonton Parents and Edmonton Teachers

Objectives	EDMONTON TEACHERS		EDMONTON PARENTS	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion.	2.18	14	3.42	12
2. Develop a feeling of responsibility for others.	5.59	2	5.04	4
3. Search for the significance of Christian faith today.	4.55	5	4.39	6
4. Develop a sense of racial justice.	4.34	6	4.10	8
5. Develop the ability to communicate with others.	5.09	4	5.10	3
6. Train the child to practice his religion.	3.74	11	3.90	9
7. Develop moral judgment.	5.12	3	5.22	2
8. Develop respect for the state and its laws.	3.92	9	4.70	5
9. Develop a knowledge of human sexuality.	2.53	15	2.87	15
10. Develop a moral attitude toward sex.	3.06	13	3.45	11
11. Develop a useful understanding of the Bible.	3.94	8	3.35	14
12. Foster vocations to the priesthood and the religious life.	2.00	16	2.11	16
13. Develop a belief in Catholic teachings.	4.23	7	4.08	7
14. Awaken a sense of God in the child.	5.94	1	5.24	1
15. Develop an understanding of the mass.	3.75	10	3.78	10
16. Prepare the child for future religious unity.	3.37	12	3.36	13

the only objective to be rated differently at the .05 level of significance. It was rated higher by Edmonton parents than by Edmonton teachers.

Edmonton teachers favored objectives 14, awaken a sense of God in the child, 2, develop a feeling of responsibility for others, and 7, develop moral judgment, in that order.

Edmonton parents favored objectives 14, awaken a sense of God in the child, 7, develop moral judgment, and 3, develop the ability to communicate with others, in that order.

Objectives 12, foster vocations to the priesthood and the religious life, and 9, develop a knowledge of human sexuality, were ranked last and second last respectively by both groups.

On an item-by-item analysis, a significant difference between the two groups was observed; therefore, the null hypothesis is rejected.

Hypothesis 4

There will be no significant differences in the ranking of the importance of the objectives of Catholic religious education between Lethbridge teachers and parents.

Table 9 gives the D maximum values, the chi square approximations of D, and the significance level of the differences between Lethbridge parents and Lethbridge teachers. Table 10 shows the mean scores and the mean rankings of the objectives for these groups.

On an item-by-item basis, there was a significant

Table 9

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives
 by Lethbridge Teachers and Lethbridge Parents

Objectives	D Max	Chi Square	Level Significance
1. Develop an emotional attachment of the religion.	0.188	3.992	.20
2. Develop a feeling of responsibility for others.	0.112	1.437	.50
3. Search for the significance of Christian faith today.	0.237	6.405	.05
4. Develop a sense of racial justice.	0.104	2.218	.50
5. Develop the ability to communicate with others.	0.226	5.807	.10
6. Train the child to practice his religion.	0.018	0.739	.70
7. Develop moral judgment.	0.152	2.633	.30
8. Develop respect for the state and its laws.	0.306	10.610	.01
9. Develop a knowledge of human sexuality.	0.191	4.138	.20
10. Develop a moral attitude toward sex.	0.201	4.594	.20
11. Develop a useful understanding of the Bible.	0.161	2.957	.30
12. Foster vocations to the priesthood and the religious life.	0.241	6.590	.05
13. Develop a belief in Catholic teachings.	0.210	4.594	.20
14. Awaken a sense of God in the child.	0.440	21.960	.001
15. Develop an understanding of the mass.	0.253	7.292	.05
16. Prepare the child for future religious unity.	0.110	1.380	.70
Lethbridge teachers: N = 44			
Lethbridge parents: N = 80			

Table 10

Mean Score and Mean
Ranking of Importance of Objectives
by Lethbridge Teachers and Lethbridge Parents

Objectives	LETHBRIDGE TEACHERS		LETHBRIDGE PARENTS	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion.	2.70	14	3.14	14
2. Develop a feeling of responsibility for others.	5.07	2	4.19	2
3. Search for the significance of Christian faith today.	5.02	3	4.46	5
4. Develop a sense of racial justice.	3.56	10	3.94	10
5. Develop the ability to communicate with others.	4.16	7	4.82	3
6. Train the child to practice his religion.	4.07	8	4.36	7
7. Develop moral judgment.	4.98	4	4.61	4
8. Develop respect for the state and its laws.	3.43	12	4.44	6
9. Develop a knowledge of human sexuality.	2.27	16	2.61	15
10. Develop a moral attitude toward sex.	2.91	13	3.55	12
11. Develop a useful understanding of the Bible.	4.05	9	3.84	11
12. Foster vocations to the priesthood and the religious life.	2.68	15	2.27	16
13. Develop a belief in Catholic teachings.	4.68	5	4.35	8
14. Awaken a sense of God in the child.	6.41	1	5.27	1
15. Develop an understanding of the mass.	4.50	6	3.99	9
16. Prepare the child for future religious unity.	3.48	11	3.41	13

difference for five of the objectives. Objective 14, awaken a sense of God in the child, was rated higher by Lethbridge teachers than by Lethbridge parents at the .001 level.

Objective 8, develop respect for the state and its laws, was rated higher by the Lethbridge parents at the .01 level.

Three of the objectives were rated differently at the .05 level of significance. Objectives 3, search for the significance of Christian faith today, 12, foster vocations to the priesthood and the religious life, and 15, develop an understanding of the mass were all rated higher by Lethbridge teachers than by Lethbridge parents.

Lethbridge teachers favored objectives 14, awaken a sense of God in the child, 2, develop a feeling of responsibility for others, and 3, search for the significance of Christian faith today, in that order.

Lethbridge parents favored objectives 14, awaken a sense of God in the child, 2, develop a feeling of responsibility for others, and 5, develop the ability to communicate with others, in that order.

Objective 12, foster vocations to the priesthood and the religious life, and 9, develop a knowledge of human sexuality, were both rated either last or second last in importance by both groups.

On an item-by-item analysis, significant differences between the two groups were observed; therefore, the null hypothesis is rejected.

Hypothesis 5

There will be no significant differences between the stress placed upon the objectives of Catholic religious education in the classroom by Edmonton teachers and the perceived importance of the objectives by Edmonton teachers.

Table 11 gives the D maximum values, the chi square approximations of D, and the significance level of the differences between stress and importance. Table 12 shows the mean scores and the mean ranks for both stress and importance.

On an item-by-item basis, there was no significant difference between the perceived importance and the stress placed upon the objectives.

The objectives which Edmonton teachers considered most important were 14, awaken a sense of God in the child, 2, develop a feeling of responsibility for others, and 7, develop moral judgment, in that order. The ranking of the stress placed upon the objectives was identical to the perceived importance of the objectives.

Objectives 12, foster vocations to the priesthood and the religious life, 1, develop an emotional attachment to the religion, and 9, develop a knowledge of human sexuality, were the last three objectives in terms of stress and importance.

On an item-by-item analysis, no significant differences between stress and importance were observed; therefore, the null hypothesis is not rejected.

Table 11

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives by Edmonton Teachers and
 Ranking of Stress Placed Upon Objectives by Edmonton teachers

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.109	3.261	.20
2. Develop a feeling of responsibility for others.	0.029	0.232	.90
3. Search for the significance of Christian faith today.	0.109	3.261	.20
4. Develop a sense of racial justice.	0.056	0.876	.70
5. Develop the ability to communicate with others.	0.072	1.450	.50
6. Train the child to practice his religion.	0.101	2.841	.30
7. Develop moral judgment.	0.109	3.261	.20
8. Develop respect for the state and its laws.	0.072	1.450	.50
9. Develop a knowledge of human sexuality.	0.116	3.710	.20
10. Develop a moral attitude toward sex.	0.094	2.450	.30
11. Develop a useful understanding of the Bible.	0.087	2.087	.50
12. Foster vocations to the priesthood and the religious life.	0.080	1.754	.50
13. Develop a belief in Catholic teachings.	0.130	4.696	.10
14. Awaken a sense of God in the child.	0.043	0.522	.80
15. Develop an understanding of the mass.	0.058	0.928	.70
16. Prepare the child for future religious unity.	0.051	0.710	.70
Edmonton teachers: N = 138			

Table 12

Mean Score and Mean
Ranking of Importance of Objectives by Edmonton Teachers and
of Stress Placed Upon Objectives by Edmonton Teachers

Objectives	TEACHER STRESS		TEACHER IMPORTANCE	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion.	2.61	15	2.81	14
2. Develop a feeling of responsibility for others.	5.62	2	5.59	2
3. Search for the significance of Christian faith today.	4.75	5	4.55	5
4. Develop a sense of racial justice.	4.18	6	4.34	6
5. Develop the ability to communicate with others.	4.87	4	5.09	4
6. Train the child to practice his religion.	3.51	11	3.74	11
7. Develop moral judgment.	5.33	3	5.12	3
8. Develop respect for the state and its laws.	3.93	8	3.92	9
9. Develop a knowledge of human sexuality.	2.82	14	2.53	15
10. Develop a moral attitude toward sex.	3.22	13	3.06	13
11. Develop a useful understanding of the Bible.	3.83	9	3.94	8
12. Foster vocations to the priesthood and the religious life.	2.19	16	2.00	16
13. Develop a belief in Catholic teachings.	3.97	7	4.23	7
14. Awaken a sense of God in the child.	5.94	1	5.94	1
15. Develop an understanding of the mass.	3.80	10	3.75	10
16. Prepare the child for future religious unity.	3.41	12	3.37	12

Hypothesis 6

There will be no significant differences between the stress placed upon the objectives of Catholic religious education in the classroom by Edmonton teachers and the perceived importance of the objectives by Edmonton parents.

Table 13 gives the D maximum values, the chi square approximations of D, and the significance level of the differences between stress and importance. Table 14 shows the mean scores and the mean ranks for both stress and importance.

On an item-by-item basis, there was a significant difference for six of the objectives. Three objectives were rated differently at the .001 level. Objectives 1, develop an emotional attachment to the religion, and 8, develop a respect for the state and its laws, were both rated higher by Edmonton parents than by Edmonton teachers. Objective 2, develop a feeling of responsibility for others, was rated higher by Edmonton teachers than by Edmonton parents.

Objective 14, awaken a sense of God in the child, was rated higher by Edmonton teachers than by Edmonton parents at the .01 level.

Objective 11, develop a useful understanding of the Bible, was rated higher by Edmonton teachers than by Edmonton parents at the .02 level.

Objective 3, search for the significance of Christian faith today, was rated higher by Edmonton teachers than by Edmonton

Table 13

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives by Edmonton Parents and
 Ranking of Stress Placed Upon Objectives by Edmonton Teachers

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.274	20.456	.001
2. Develop a feeling of responsibility for others.	0.238	15.525	.001
3. Search for the significance of Christian faith today.	0.159	6.868	.05
4. Develop a sense of racial justice.	0.097	2.591	.30
5. Develop the ability to communicate with others.	0.089	2.141	.50
6. Train the child to practice his religion.	0.115	3.588	.20
7. Develop moral judgment.	0.042	0.471	.80
8. Develop respect for the state and its laws.	0.237	15.358	.001
9. Develop a knowledge of human sexuality.	0.044	0.536	.80
10. Develop a moral attitude toward sex.	0.091	2.284	.50
11. Develop a useful understanding of the Bible.	0.179	8.753	.02
12. Foster vocations to the priesthood and the religious life.	0.139	5.260	.10
13. Develop a belief in Catholic teachings.	0.059	0.953	.70
14. Awaken a sense of God in the child.	0.200	10.866	.01
15. Develop an understanding of the mass.	0.061	1.001	.70
16. Prepare the child for future religious unity.	0.030	0.245	.90
Edmonton parents: N = 135			
Edmonton teachers: N = 138			

Table 14

Mean Score and Mean
Ranking of Importance of Objectives by Edmonton Parents and
of Stress Placed Upon Objectives by Edmonton Teachers

Objectives	PARENT IMPORTANCE		TEACHER STRESS	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion	3.42	12	2.61	15
2. Develop a feeling of responsibility for others.	5.04	4	5.62	2
3. Search for the significance of Christian faith today.	4.39	6	4.75	5
4. Develop a sense of racial justice.	4.01	8	4.18	6
5. Develop the ability to communicate with others.	5.10	3	4.87	4
6. Train the child to practice his religion.	3.90	9	3.51	11
7. Develop moral judgment.	5.22	2	5.33	3
8. Develop respect for the state and its laws.	4.70	5	3.93	8
9. Develop a knowledge of human sexuality.	2.87	15	2.82	14
10. Develop a moral attitude toward sex.	3.45	11	3.22	13
11. Develop a useful understanding of the Bible.	3.35	14	3.83	9
12. Foster vocations to the priesthood and the religious life.	2.11	16	2.19	16
13. Develop a belief in Catholic teachings.	4.08	7	3.97	7
14. Awaken a sense of God in the child.	5.24	1	5.94	1
15. Develop an understanding of the mass.	3.78	10	3.80	10
16. Prepare the child for future religious unity.	3.36	13	3.41	12

parents at the .05 level.

Edmonton teachers favored objectives 14, awaken a sense of God in the child, 2, develop a feeling of responsibility for others, and 7, develop moral judgment, in that order.

Edmonton parents favored objectives 14, awaken a sense of God in the child, 2, develop moral judgment, and 5, develop the ability to communicate with others, in that order.

Both groups rated objectives 12, foster vocations to the priesthood and the religious life, least important.

On an item-by-item analysis, significant differences between the two groups were observed; therefore, the null hypothesis is rejected.

Hypothesis 7

There will be no significant differences between the stress placed upon the objectives of Catholic religious education in the classroom by Lethbridge teachers and the perceived importance of the objectives by Lethbridge teachers.

Table 15 gives the D maximum values, the chi square approximations of D , and the significance level of the differences between stress and importance. Table 16 shows the mean scores and the mean ranks for both stress and importance.

On an item-by-item basis, there were no significant differences. In only one case was the level of significance higher than .50.

Table 15

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives by Lethbridge Teachers and
 Ranking of Stress Placed Upon Objectives by Lethbridge Teachers

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.068	0.409	.90
2. Develop a feeling of responsibility for others.	0.136	1.636	.50
3. Search for the significance of Christian faith today.	0.114	1.136	.70
4. Develop a sense of racial justice.	0.091	0.727	.70
5. Develop the ability to communicate with others.	0.091	0.727	.70
6. Train the child to practice his religion.	0.068	0.409	.90
7. Develop moral judgment.	0.114	1.136	.70
8. Develop respect for the state and its laws.	0.159	2.227	.50
9. Develop a knowledge of human sexuality.	0.159	2.227	.50
10. Develop a moral attitude toward sex.	0.068	0.409	.90
11. Develop a useful understanding of the Bible	0.091	0.727	.70
12. Foster vocations to the priesthood and the religious life.	0.227	4.545	.20
13. Develop a belief in Catholic teachings.	0.023	0.045	.98
14. Awaken a sense of God in the child.	0.114	1.136	.70
15. Develop an understanding of the mass.	0.045	0.182	.95
16. Prepare the child for future religious unity.	0.045	0.182	.95
Lethbridge teachers: N = 44			

Table 16

Mean Score and Mean
Ranking of Importance of Objectives by Lethbridge Teachers and
of Stress Placed Upon Objectives by Lethbridge Teachers

Objectives	TEACHER STRESS		TEACHER IMPORTANCE	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion.	2.93	13	2.70	14
2. Develop a feeling of responsibility for others.	5.27	2	5.07	2
3. Search for the significance of Christian faith today.	4.70	3.5	5.02	3
4. Develop a sense of racial justice.	3.75	10	3.59	10
5. Develop the ability to communicate with others.	4.30	7.5	4.16	7
6. Train the child to practice his religion.	4.27	9	4.07	8
7. Develop moral judgment.	4.70	3.5	4.98	4
8. Develop respect for the state and its laws.	3.55	11	3.43	12
9. Develop a knowledge of human sexuality.	2.02	16	2.27	16
10. Develop a moral attitude toward sex.	2.91	14	2.91	13
11. Develop a useful understanding of the Bible.	4.30	7.5	4.05	9
12. Foster vocations to the priesthood and the religious life.	2.30	15	2.68	15
13. Develop a belief in Catholic teachings.	4.64	5	4.68	5
14. Awaken a sense of God in the child.	6.27	1	6.41	1
15. Develop an understanding of the mass.	4.52	6	4.50	6
16. Prepare the child for future religious unity.	3.52	12	3.48	11

Objective 9, develop a knowledge of human sexuality, and 12, foster vocations to the priesthood and the religious life were rated lowest in both importance and stress.

The objectives rated highest for both importance and stress were 14, awaken a sense of God in the child, and 2, develop a feeling of responsibility for others.

On an item-by-item analysis, no significant differences between stress and importance were observed; therefore, the null hypothesis is not rejected.

Hypothesis 8

There will be no significant differences between the stress placed upon the objectives of Catholic religious education in the classroom by Lethbridge teachers and the perceived importance of the objectives by Lethbridge parents.

Table 17 gives the D maximum values, the chi square approximations of D, and the significance level of the differences between stress by Lethbridge teachers and perceived importance by Lethbridge parents. Table 18 shows the mean scores and the mean ranks for both stress and importance.

On an item-by-item basis, there was a significant difference for six of the objectives. Two objectives were different at the .001 level. Objective 8, develop a respect for the state and its laws, was not stressed to the degree that it was perceived as important by parents. Objective 14, awaken a sense

Table 17

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives by Lethbridge Parents and
 Ranking of Stress Placed Upon Objectives by Lethbridge Teachers

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.165	3.083	.30
2. Develop a feeling of responsibility for others.	0.175	3.477	.20
3. Search for the significance of Christian faith today.	0.124	1.742	.50
4. Develop a sense of racial justice.	0.143	2.328	.50
5. Develop the ability to communicate with others.	0.203	4.698	.10
6. Train the child to practice his religion.	0.103	1.214	.70
7. Develop moral judgment.	0.084	0.803	.70
8. Develop respect for the state and its laws.	0.374	15.871	.001
9. Develop a knowledge of human sexuality.	0.259	7.622	.05
10. Develop a moral attitude toward sex.	0.269	8.236	.02
11. Develop a useful understanding of the Bible.	0.230	5.983	.01
12. Foster vocations to the priesthood and the religious life.	0.145	2.402	.50
13. Develop a belief in Catholic teachings.	0.201	4.594	.20
14. Awaken a sense of God in the child.	0.356	14.365	.001
15. Develop an understanding of the mass.	0.299	10.142	.01
16. Prepare the child for future religious unity.	0.110	1.380	.70
Lethbridge teachers: N = 44			
Lethbridge parents: N = 80			

Table 18

Mean Score and Mean
Ranking of Importance of Objectives by Lethbridge Parents and
of Stress Placed Upon Objectives by Lethbridge Teachers

Objectives	PARENT IMPORTANCE		TEACHER STRESS	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion.	3.14	14	2.93	13
2. Develop a feeling of responsibility for others.	4.91	2	5.27	2
3. Search for the significance of Christian faith today.	4.46	5	4.70	3.5
4. Develop a sense of racial justice.	3.94	10	3.75	10
5. Develop the ability to communicate with others.	4.82	3	4.30	7.5
6. Train the child to practice his religion.	4.36	7	4.27	9
7. Develop moral judgment.	4.61	4	4.70	3.5
8. Develop respect for the state and its laws.	4.44	6	3.55	11
9. Develop a knowledge of human sexuality.	2.61	15	2.02	16
10. Develop a moral attitude toward sex.	3.55	12	2.91	14
11. Develop a useful understanding of the Bible.	3.84	11	4.30	7.5
12. Foster vocations to the priesthood and the religious life.	2.27	16	2.30	15
13. Develop a belief in Catholic teachings.	4.35	8	4.64	5
14. Awaken a sense of God in the child.	5.27	1	6.27	1
15. Develop an understanding of the mass.	3.99	9	4.52	6
16. Prepare the child for future religious unity.	3.41	13	3.52	12

of God in the child, was stressed to a higher degree by teachers than it was rated by parents.

Two objectives were different at the .01 level. Both objectives 11, develop a useful understanding of the Bible, and 15, develop an understanding of the mass, were both stressed to a higher degree by teachers than they were rated by parents.

Objective 10, develop a moral attitude toward sex, was rated higher by parents than it was stressed by teachers, at the .02 level.

Objective 9, develop a knowledge of human sexuality, was rated higher by parents than it was stressed by teachers, at the .05 level.

Edmonton parents favored objectives 14, awaken a sense of God in the child, 2, develop a feeling of responsibility for others, and 5, develop the ability to communicate with others, in that order.

Teachers also stressed objectives 14, awaken a sense of God in the child, and 2, develop a feeling of responsibility for others.

On an item-by-item analysis, significant differences between the two groups were observed; therefore, the null hypothesis is rejected.

SUMMARY OF CHAPTER 4

Two objectives which were consistently rated very high by parents and teachers from both Edmonton and Lethbridge are objective

14, awaken a sense of God in the child and objective 2, develop a feeling of responsibility for others.

Three objectives which were consistently rated very low by parents and teachers from both Edmonton and Lethbridge are objectives 12, foster vocations to the priesthood and the religious life, 9, develop a knowledge of human sexuality, and 10, develop a moral attitude toward sex.

In no case was there any significant difference between perceived importance of objectives by teachers and the stress placed upon them in class. In all other cases significant differences were found.

It is interesting that only one objective was rated significantly different by Edmonton parents and Lethbridge parents but ten objectives were rated significantly different by Edmonton teachers and Lethbridge teachers.

Chapter 5

RESEARCH FINDINGS: PARENT VARIABLES

TESTING THE HYPOTHESES

Hypothesis 9

There will be no significant differences between the ranking of the importance of the objectives of Catholic religious education by male parents and female parents.

Table 19 gives the D maximum values, the chi square approximations of D, and the significance level of the differences between male parents and female parents. Table 20 shows the mean scores and the mean ranks for both groups.

On an item-by-item basis, there was no significant difference in the rating of the objectives.

Male parents favored objectives 14, awaken a sense of God in the child, 7, develop moral judgment, and 2, develop a feeling of responsibility for others, in that order.

Female parents favored objectives 14, awaken a sense of God in the child, 5, develop the ability to communicate with others, and 2, develop a feeling of responsibility for others, in that order.

Objectives 12, foster vocations to the priesthood and the religious life, and 9, develop a knowledge of human sexuality, were rated lowest by both groups.

Table 19

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives
 by Male Parents and Female Parents

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.042	0.382	.90
2. Develop a feeling of responsibility for others.	0.073	1.148	.70
3. Search for the significance of Christian faith today.	0.038	0.312	.90
4. Develop a sense of racial justice.	0.053	0.596	.80
5. Develop the ability to communicate with others.	0.027	0.158	.95
6. Train the child to practice his religion.	0.089	1.683	.50
7. Develop moral judgment.	0.082	1.472	.50
8. Develop respect for the state and its laws.	0.042	0.381	.90
9. Develop a knowledge of human sexuality.	0.081	1.418	.50
10. Develop a moral attitude toward sex.	0.040	0.340	.90
11. Develop a useful understanding of the Bible.	0.062	0.819	.70
12. Foster vocations to the priesthood and the religious life.	0.032	0.215	.90
13. Develop a belief in Catholic teachings.	0.148	4.696	.10
14. Awaken a sense of God in the child.	0.069	1.031	.70
15. Develop an understanding of the mass.	0.047	0.477	.80
16. Prepare the child for future religious unity.	0.063	0.864	.70
Male parents: N = 104			
Female parents: N = 111			

Table 20

Mean Score and Mean
Ranking of Importance of Objectives
by Male Parents and Female Parents

Objectives	MALE PARENTS		FEMALE PARENTS	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion.	3.39	13	3.24	14
2. Develop a feeling of responsibility for others.	5.06	3	4.93	3
3. Search for the significance of Christian faith today.	4.44	6	4.39	6
4. Develop a sense of racial justice.	4.00	8	3.97	9
5. Develop the ability to communicate with others.	5.02	4	4.98	2
6. Train the child to practice his religion.	3.99	9	4.14	8
7. Develop moral judgment.	5.11	2	4.89	4
8. Develop respect for the state and its laws.	4.63	5	4.57	5
9. Develop a knowledge of human sexuality.	2.75	15	2.79	15
10. Develop a moral attitude toward sex.	3.52	12	3.46	12
11. Develop a useful understanding of the Bible.	3.55	11	3.51	11
12. Foster vocations to the priesthood and the religious life.	2.19	16	2.15	16
13. Develop a belief in Catholic teachings.	4.01	7	4.34	7
14. Awaken a sense of God in the child.	5.19	1	5.32	1
15. Develop an understanding of the mass.	3.76	10	3.95	10
16. Prepare the child for future religious unity.	3.38	14	3.39	13

On an item-by-item analysis, no significant difference between the two groups was observed; therefore, the null hypothesis is not rejected.

Hypothesis 10

There will be no significant differences between the ranking of the importance of the objectives of Catholic religious education by parents who attended Catholic schools as children and those who did not.

Table 21 give the D maximum values, the chi square approximations of D, and the significance levels of the differences between parents who attended Catholic schools and those who did not. Table 22 shows the mean scores and the mean ranks for both groups.

On an item-by-item basis, there was a significant difference for three of the objectives. Objective 14, awaken a sense of God in the child, was rated higher by parents who attended Catholic schools, at the .02 level.

Two objectives were rated differently at the .05 level of significance. Both objectives 12, foster vocations to the priesthood and the religious life, and 15, develop an understanding of the mass, were rated higher by parents who had attended Catholic schools than those who had not.

Parents who had attended Catholic schools favored objectives 14, awaken a sense of God in the child, 2, develop a

Table 21

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives
 by Parents Who Attended Catholic Schools and Parents Who Did Not

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.080	1.375	.70
2. Develop a feeling of responsibility for others.	0.047	0.475	.80
3. Search for the significance of Christian faith today.	0.147	4.569	.20
4. Develop a sense of racial justice.	0.070	1.045	.70
5. Develop the ability to communicate with others.	0.107	2.448	.30
6. Train the child to practice his religion.	0.099	2.094	.50
7. Develop moral judgment.	0.139	4.107	.20
8. Develop respect for the state and its laws.	0.090	1.704	.50
9. Develop a knowledge of human sexuality.	0.079	1.313	.70
10. Develop a moral attitude toward sex.	0.105	2.349	.50
11. Develop a useful understanding of the Bible.	0.100	2.120	.50
12. Foster vocations to the priesthood and the religious life.	0.183	7.087	.05
13. Develop a belief in Catholic teachings.	0.154	5.050	.10
14. Awaken a sense of God in the child.	0.198	8.318	.02
15. Develop an understanding of the mass.	0.189	7.570	.05
16. Prepare the child for future religious unity.	0.052	0.573	.80
Parents who attended Catholic schools as children:			N = 119
Parents who did not attend Catholic schools as children:			N = 96

Table 22

Mean Score and Mean
Ranking of Importance of Objectives
by Parents Who Attended Catholic Schools and Parents Who Did Not

Objectives	ATTENDED		DID NOT ATTEND	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion.	3.25	14	3.40	13
2. Develop a feeling of responsibility for others.	4.94	2	5.05	3
3. Search for the significance of Christian faith today.	4.39	7.5	4.44	6
4. Develop a sense of racial justice.	3.90	10	4.09	7
5. Develop the ability to communicate with others.	4.87	3	5.16	2
6. Train the child to practice his religion.	4.14	8	3.98	8
7. Develop moral judgment.	4.80	4	5.24	1
8. Develop respect for the state and its laws.	4.50	5	4.72	5
9. Develop a knowledge of human sexuality.	2.66	15	2.92	15
10. Develop a moral attitude toward sex.	3.38	12	3.63	11
11. Develop a useful understanding of the Bible.	3.37	13	3.73	10
12. Foster vocations to the priesthood and the religious life.	2.34	16	1.97	16
13. Develop a belief in Catholic teachings.	4.39	7.5	3.92	9
14. Awaken a sense of God in the child.	5.55	1	4.89	4
15. Develop an understanding of the mass.	4.07	9	3.59	12
16. Prepare the child for future religious unity.	3.43	11	3.32	14

feeling of responsibility for others, and 5, develop the ability to communicate with others, in that order.

Parents who did not attend Catholic schools favored objectives 7, develop moral judgment, 5, develop the ability to communicate with others, and 2, develop a feeling of responsibility for others, in that order.

Both groups rated objectives 12, foster vocations to the priesthood and the religious life, and 9, develop a knowledge of human sexuality, last and second last respectively.

On an item-by-item analysis, significant differences between the two groups were observed; therefore, the null hypothesis is rejected.

Hypothesis 11

There will be no significant differences between the ranking of the objectives of Catholic religious education by parents aged over forty and parents aged forty or less.

Table 23 gives the D maximum values, the chi square approximations of D, and the significance levels of differences between parents aged over forty and parents aged forty or less. Table 24 shows the mean scores and the mean ranks for both groups.

On an item-by-item basis, there was no significant difference in the ratings of the objectives.

Parents aged over forty favored objectives 14, awaken a sense of God in the child, 2, develop a feeling of responsibility

Table 23

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives
 by Parents Who are Over 40 and Parents Who are 40 or Less

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.153	4.936	.10
2. Develop a feeling of responsibility for others.	0.105	2.334	.50
3. Search for the significance of Christian faith today.	0.115	2.814	.30
4. Develop a sense of racial justice.	0.060	0.749	.70
5. Develop the ability to communicate with others.	0.099	2.075	.50
6. Train the child to practice his religion.	0.108	2.457	.30
7. Develop moral judgment.	0.082	1.415	.50
8. Develop respect for the state and its laws.	0.102	2.210	.50
9. Develop a knowledge of human sexuality.	0.131	3.636	.20
10. Develop a moral attitude toward sex.	0.051	0.542	.80
11. Develop a useful understanding of the Bible.	0.068	0.972	.70
12. Foster vocations to the priesthood and the religious life.	0.140	4.145	.20
13. Develop a belief in Catholic teachings.	0.117	2.870	.30
14. Awaken a sense of God in the child.	0.143	4.325	.20
15. Develop an understanding of the mass.	0.024	0.119	.95
16. Prepare the child for future religious unity.	0.075	1.176	.95
Parents over 40: N = 122			
Parents 40 or less: N = 93			

Table 24

Mean Score and Mean
Ranking of Importance of Objectives
by Parents Who are Over 40 and Parents Who are 40 or Less

Objectives	PARENTS OVER 40		PARENTS 40 OR LESS	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion	3.18	14	3.49	13
2. Develop a feeling of responsibility for others.	4.94	2	5.05	4
3. Search for the significance of Christian faith today.	4.52	6	4.28	6
4. Develop a sense of racial justice.	3.96	9	4.02	8
5. Develop the ability to communicate with others.	4.93	3	5.09	3
6. Train the child to practice his religion.	4.22	8	3.87	9
7. Develop moral judgment.	4.91	4	5.11	2
8. Develop respect for the state and its laws.	4.66	5	4.53	5
9. Develop a knowledge of human sexuality.	2.62	15	2.97	15
10. Develop a moral attitude toward sex.	3.47	12	3.52	12
11. Develop a useful understanding of the Bible.	3.48	11	3.60	11
12. Foster vocations to the priesthood and the religious life.	2.25	16	2.08	16
13. Develop a belief in Catholic teachings.	4.28	7	4.05	7
14. Awaken a sense of God in the child.	5.36	1	5.12	1
15. Develop an understanding of the mass.	3.85	10	3.86	10
16. Prepare the child for future religious unity.	3.39	13	3.37	14

for others, and 5, develop the ability to communicate with others, in that order.

Parents aged forty or less favored objectives 14, awaken a sense of God in the child, 7, develop moral judgment, and 5, develop the ability to communicate with others, in that order.

Objective 12, foster vocations to the priesthood and the religious life, and 9, develop a knowledge of human sexuality, were rated least important by both groups.

On an item-by-item analysis, no significant differences between the two groups were observed; therefore, the null hypothesis is not rejected.

Hypothesis 12

There will be no significant differences between the ranking of the importance of the objectives of Catholic religious education by parents with eleven or more years of schooling and parents with less than eleven years of schooling.

Table 25 gives the D maximum values, the chi square approximations of D, and the significance levels of the differences between parents with eleven or more years of schooling and parents with less than eleven years of schooling. Table 26 shows the mean scores and the mean ranks for both groups.

On an item-by-item basis, there was a significant difference for only one objective. Objective 7, develop moral judgment, was rated higher by parents with over eleven years of schooling than by parents with eleven or less years of schooling,

Table 25

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives by Parents with 11 or More
 Years of Schooling and Parents with Less than 11 Years of Schooling

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.122	3.088	.30
2. Develop a feeling of responsibility for others.	0.080	1.342	.70
3. Search for the significance of Christian faith today.	0.152	4.783	.10
4. Develop a sense of racial justice.	0.034	0.240	.90
5. Develop the ability to communicate with others.	0.087	1.586	.50
6. Train the child to practice his religion.	0.071	1.034	.70
7. Develop moral judgment.	0.226	10.639	.01
8. Develop respect for the state and its laws.	0.041	0.343	.90
9. Develop a knowledge of human sexuality.	0.056	0.659	.80
10. Develop a moral attitude toward sex.	0.152	4.800	.10
11. Develop a useful understanding of the Bible.	0.077	1.246	.70
12. Foster vocations to the priesthood and the religious life.	0.101	2.126	.50
13. Develop a belief in Catholic teachings.	0.162	5.430	.10
14. Awaken a sense of God in the child.	0.131	3.592	.20
15. Develop an understanding of the mass.	0.139	4.005	.20
16. Prepare the child for future religious unity.	0.094	1.839	.50
<hr/>			
Parents with 11 or more years of schooling:			N = 127
Parents with less than 11 years of schooling:			N = 88

Table 26

Mean Score and Mean
Ranking of Importance of Objectives by Parents with 11 or More
Years of Schooling and Parents with Less than 11 Years of Schooling

Objectives	OVER 11		11 OR LESS	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion.	3.19	14	3.50	13
2. Develop a feeling of responsibility for others.	5.04	3	4.92	3
3. Search for the significance of Christian faith today.	4.58	5	4.17	8
4. Develop a sense of racial justice.	3.98	9	4.00	10
5. Develop the ability to communicate with others.	4.92	4	5.11	2
6. Train the child to practice his religion.	3.99	8	4.18	7
7. Develop moral judgment.	5.27	2	4.60	5
8. Develop respect for the state and its laws.	4.56	6	4.66	4
9. Develop a knowledge of human sexuality.	2.79	15	2.75	15
10. Develop a moral attitude toward sex.	3.62	11	3.30	14
11. Develop a useful understanding of the Bible.	3.48	12	3.60	11
12. Foster vocations to the priesthood and the religious life.	2.24	16	2.07	16
13. Develop a belief in Catholic teachings.	4.02	7	4.41	6
14. Awaken a sense of God in the child.	5.33	1	5.51	1
15. Develop an understanding of the mass.	3.70	10	4.08	9
16. Prepare the child for future religious unity.	3.28	13	3.52	12

at the .01 level.

Parents with over eleven years of schooling favored objectives 14, awaken a sense of God in the child, 7, develop moral judgment, and 2, develop a feeling of responsibility for others, in that order.

Parents with eleven or less years of schooling favored objectives 14, awaken a sense of God in the child, 5, develop the ability to communicate with others, and 2, develop a feeling of responsibility for others, in that order.

Both groups rated objectives 12, foster vocations to the priesthood and the religious life, and 9, develop a knowledge of human sexuality, last and second last respectively.

On an item-by-item analysis, a significant difference between the two groups was observed; therefore, the null hypothesis is rejected. However it must be remembered that it is rejected on the basis of only one significant difference.

Hypothesis 13

There will be no significant differences between the ranking of the importance of the objectives of Catholic religious education by Catholic parents and non-Catholic parents.

Table 27 gives the D maximum values, the chi square approximations of D, and the significance levels of the differences between Catholic and non-Catholic parents. Table 28 shows the mean scores and the mean ranks for both groups.

On an item-by-item basis, there was a significant

Table 27

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives
 by Catholic Parents and Non-Catholic Parents

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.080	0.397	.90
2. Develop a feeling of responsibility for others.	0.121	0.920	.70
3. Search for the significance of Christian faith today.	0.111	0.777	.70
4. Develop a sense of racial justice.	0.172	1.852	.50
5. Develop the ability to communicate with others.	0.167	1.746	.50
6. Train the child to practice his religion.	0.080	0.397	.90
7. Develop moral judgment.	0.225	3.159	.30
8. Develop respect for the state and its laws.	0.303	5.762	.10
9. Develop a knowledge of human sexuality.	0.116	0.836	.70
10. Develop a moral attitude toward sex.	0.160	1.612	.50
11. Develop a useful understanding of the Bible.	0.235	3.459	.20
12. Foster vocations to the priesthood and the religious life.	0.231	3.337	.20
13. Develop a belief in Catholic teachings.	0.418	10.942	.01
14. Awaken a sense of God in the child.	0.324	6.567	.05
15. Develop an understanding of the mass.	0.419	11.020	.01
16. Prepare the child for future religious unity.	0.112	0.781	.70
Catholic parents: N = 198			
Non-Catholic parents: N = 17			

Table 28

Mean Score and Mean
Ranking of Importance of Objectives
by Catholic Parents and Non-Catholic Parents

Objectives	CATHOLIC PARENTS		NON-CATHOLIC PARENTS	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion.	3.32	14	3.24	10.5
2. Develop a feeling of responsibility for others.	4.97	2	5.24	4
3. Search for the significance of Christian faith today.	4.41	6	4.47	6
4. Develop a sense of racial justice.	3.96	9	4.24	7
5. Develop the ability to communicate with others.	4.96	3	5.47	2
6. Train the child to practice his religion.	4.08	8	4.00	9
7. Develop moral judgment.	4.93	4	5.71	1
8. Develop respect for the state and its laws.	4.54	5	5.29	3
9. Develop a knowledge of human sexuality.	2.77	15	2.76	15
10. Develop a moral attitude toward sex.	3.46	12	3.76	10
11. Develop a useful understanding of the Bible.	3.48	11	4.11	8
12. Foster vocations to the priesthood and the religious life.	2.20	16	1.88	16
13. Develop a belief in Catholic teachings.	4.28	7	3.06	13
14. Awaken a sense of God in the child.	5.31	1	4.65	5
15. Develop an understanding of the mass.	3.94	10	2.88	14
16. Prepare the child for future religious unity.	3.39	13	3.24	10.5

difference for three of the objectives. Two of the objectives were rated differently at the .01 level. Objectives 13, develop a belief in Catholic teachings, and 15, develop an understanding of the mass, were both rated higher by Catholics than by non-Catholics.

Objective 14, awaken a sense of God in the child, was rated higher by Catholics than by non-Catholics at the .05 level of significance.

Catholic parents favored objectives 14, awaken a sense of God in the child, 2, develop a feeling of responsibility for others, and 5, develop the ability to communicate with others, in that order.

Non-Catholic parents favored objectives 7, develop moral judgment, 5, develop the ability to communicate with others, and 8, develop respect for the state and its laws, in that order.

Both groups rated objectives 12, foster vocations to the priesthood and the religious life, and 9, develop a knowledge of human sexuality, last and second last respectively.

On an item-by-item analysis, a significant difference between the two groups was observed; therefore, the null hypothesis is rejected

Range of Rankings for Each Objective (by Parents)

In the following section the range of rankings, by parents, for each objective will be presented. Each objective will be stated as presented in the survey. Following each objective, in parentheses, will be the range of rankings by parents.

1. Develop an emotional attachment to the religion (10.5-14).
2. Develop a feeling of responsibility for others (2-4).
3. Search for the significance of Christian faith today (5-7.5).
4. Develop a sense of racial justice (7-10).
5. Develop the ability to communicate with others (2-4).
6. Train the child to practice his religion (7-9).
7. Develop moral judgment (1-4).
8. Develop respect for the state and its laws (3-6).
9. Develop a knowledge of human sexuality (15).
10. Develop a moral attitude toward sex (10-12).
11. Develop a useful understanding of the Bible (8-14).
12. Foster vocations to the priesthood and the religious life (16).
13. Develop a belief in Catholic teachings (7-13). The objective was ranked lowest by non-Catholic parents.
14. Awaken a sense of God in the child (1-5).
15. Develop an understanding of the mass (9-14).
16. Prepare the child for future religious unity (10.5-14).

SUMMARY OF CHAPTER 5

The objectives rated highest by parents were objectives 14, awaken a sense of God in the child, 2, develop a feeling of responsibility for others, 5, develop the ability to communicate

with others, and 7, develop moral judgment.

The objectives rated lowest by parents were 12, foster vocations to the priesthood and the religious life, and 9, develop a knowledge of human sexuality.

No significant differences were found between the rankings of the objectives by male parents and female parents or between parents aged over forty and parents aged forty or less.

Significant differences were found between the rankings of the objectives by; parents who attended Catholic schools as children and those who did not, parents with eleven or more years of schooling and parents with less than eleven years of schooling, and, Catholic parents and non-Catholic parents.

It is interesting that although significant differences were found for three of the hypotheses, in two cases three objectives were rated significantly different, in the other case only one objective was rated significantly different.

Chapter 6

RESEARCH FINDINGS: TEACHER VARIABLES

TESTING THE HYPOTHESES

Hypothesis 14

There will be no significant differences between the ranking of the importance of the objectives of Catholic religious education by male teachers and female teachers.

Table 29 gives the D maximum values, the chi square approximations of D, and the significance levels of the differences between male teachers and female teachers. Table 30 shows the mean scores and the mean ranks for both groups.

On an item-by-item basis, there was a significant difference for three of the objectives. Two of the objectives were rated differently at the .001 level. Both objective 14, awaken a sense of God in the child, and objective 15, develop an understanding of the mass, were rated higher by female teachers than by male teachers.

Objective 10, develop a moral attitude toward sex, was rated higher by male teachers than by female teachers at the .01 level of significance.

Male teachers favored objectives 2, develop a feeling of responsibility for others, 14, awaken a sense of God in the child, and 7, develop moral judgment, in that order.

Table 29

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives
 by Male Teachers and Female Teachers

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.085	1.064	.70
2. Develop a feeling of responsibility for others.	0.131	2.541	.30
3. Search for the significance of Christian faith.	0.154	3.516	.20
4. Develop a sense of racial justice.	0.097	1.401	.50
5. Develop the ability to communicate with others.	0.108	1.723	.50
6. Train the child to practice his religion.	0.073	0.793	.70
7. Develop moral judgment.	0.169	4.255	.20
8. Develop respect for the state and its laws.	0.154	3.516	.20
9. Develop a knowledge of human sexuality.	0.181	4.855	.10
10. Develop a moral attitude toward sex.	0.254	9.574	.01
11. Develop a useful understanding of the Bible.	0.150	3.343	.20
12. Foster vocations to the priesthood and the religious life.	0.085	1.064	.70
13. Develop a belief in Catholic teachings.	0.050	0.371	.90
14. Awaken a sense of God in the child.	0.385	21.978	.001
15. Develop an understanding of the mass.	0.323	15.508	.001
16. Prepare the child for future religious unity.	0.081	0.969	.70
Male teachers: N - 52			
Female teachers: N = 130			

Table 30

Mean Score and Mean
Ranking of Importance of Objectives
by Male Teachers and Female Teachers

Objectives	MALE TEACHERS		FEMALE TEACHERS	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion.	2.71	15	2.82	13.5
2. Develop a feeling of responsibility for others.	5.60	1	5.42	2
3. Search for the significance of Christian faith today.	4.98	4	4.54	5
4. Develop a sense of racial justice.	4.19	7	4.14	7.5
5. Develop the ability to communicate with others.	4.69	5	4.94	4
6. Train the child to practice his religion.	3.71	9.5	3.86	10
7. Develop moral judgment.	5.33	3	4.98	3
8. Develop respect for the state and its laws.	4.02	8	3.72	11
9. Develop a knowledge of human sexuality.	2.88	14	2.30	15
10. Develop a moral attitude toward sex.	3.52	11	2.82	13.5
11. Develop a useful understanding of the Bible.	3.71	9.5	4.07	9
12. Foster vocations to the priesthood and the religious life.	2.02	16	2.22	16
13. Develop a belief in Catholic teachings.	4.42	6	4.31	6
14. Awaken a sense of God in the child.	5.46	2	6.29	1
15. Develop an understanding of the mass.	3.40	12	4.14	7.5
16. Prepare the child for future religious unity.	3.35	13	3.42	12

Female teachers favored objectives 14, awaken a sense of God in the child, 2, develop a feeling of responsibility for others, and 7, develop moral judgment, in that order.

Both groups ranked objective 12, foster vocations to the priesthood and the religious life, least important.

On an item-by-item analysis; a significant difference between the two groups was observed; therefore, the null hypothesis is rejected.

Hypothesis 15

There will be no significant differences between the ranking of the importance of the objectives of Catholic religious education by teachers who attended Catholic schools as a child and those who did not.

Table 31 gives the D maximum values, the chi square approximations of D, and the significance levels of the differences between teachers who attended Catholic schools as a child and those who did not. Table 32 shows the mean scores and the mean ranks for both groups.

On an item-by-item basis, there was no significant difference for any of the objectives. The highest level of significance was .30.

Both groups favored objectives 14, awaken a sense of God in the child, 2, develop a feeling of responsibility for others, and 7, develop moral judgment.

Table 31

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives
 by Teachers Who Attended Catholic Schools and Teachers Who Did Not

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.035	0.108	.95
2. Develop a feeling of responsibility for others.	0.045	0.292	.90
3. Search for the significance of Christian faith today.	0.115	1.892	.50
4. Develop a sense of racial justice.	0.055	0.430	.90
5. Develop the ability to communicate with others.	0.102	1.491	.50
6. Train the child to practice his religion.	0.120	2.073	.50
7. Develop moral judgment.	0.114	1.857	.50
8. Develop respect for the state and its laws.	0.063	0.575	.80
9. Develop a knowledge of human sexuality.	0.084	1.005	.70
10. Develop a moral attitude toward sex.	0.070	0.698	.80
11. Develop a useful understanding of the Bible.	0.141	2.836	.30
12. Foster vocations to the priesthood and the religious life.	0.141	2.836	.30
13. Develop a belief in Catholic teachings.	0.060	0.518	.80
14. Awaken a sense of God in the child.	0.052	0.381	.90
15. Develop an understanding of the mass.	0.072	0.742	.70
16. Prepare the child for future religious unity.	0.113	1.822	.50
Teachers who attended Catholic schools as children:			N=133
Teachers who did not attend Catholic schools as children:			N= 49

Table 32

Mean Score and Mean
Ranking of Importance of Objectives
by Teachers Who Attended Catholic Schools and Teachers Who Did Not

Objectives	ATTENDED		DID NOT ATTEND	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion.	2.62	15	2.65	14.5
2. Develop a feeling of responsibility for others.	5.45	2	5.59	2
3. Search for the significance of Christian faith today.	4.89	4	4.59	5
4. Develop a sense of racial justice.	4.02	7	4.08	7
5. Develop the ability to communicate with others.	4.73	5	4.61	4
6. Train the child to practice his religion.	3.56	11	3.86	10
7. Develop moral judgment.	5.28	3	5.16	3
8. Develop respect for the state and its laws.	3.84	9.5	3.73	11
9. Develop a knowledge of human sexuality.	2.70	14	2.65	14.5
10. Develop a moral attitude toward sex.	3.20	13	3.00	13
11. Develop a useful understanding of the Bible.	3.84	9.5	4.00	9
12. Foster vocations to the priesthood and the religious life.	2.34	16	2.22	16
13. Develop a belief in Catholic teachings.	4.13	6	4.18	6
14. Awaken a sense of God in the child.	6.07	1	6.02	1
15. Develop an understanding of the mass.	3.95	8	4.02	8
16. Prepare the child for future religious unity.	3.35	12	3.63	12

The three objectives that were rated lowest by both groups were 12, foster vocations to the priesthood and the religious life, 1, develop an emotional attachment to the religion, and 9, develop a knowledge of human sexuality.

On an item-by-item analysis, no significant differences between the two groups was observed; therefore, the null hypothesis is rejected.

Hypothesis 16

There will be no significant differences between the ranking of the importance of the objectives of Catholic religious education by teachers aged over forty and teachers aged forty or less.

Table 33 gives the D maximum values, the chi square approximations of D, and the significance levels of the differences between teachers aged over forty and teachers aged forty or less. Table 34 shows the mean scores and the mean ranks for both groups.

On an item-by-item basis, there was a significant difference for five of the objectives. Objective 14, awaken a sense of God in the child, was rated higher by teachers over forty than by teachers aged forty or less, at the .001 level.

Two objectives were rated differently at the .01 level of significance. Objective 5, develop the ability to communicate with others, was rated higher by teachers aged forty or less than by teachers over forty. Objective 13, develop a belief in Catholic

Table 33

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives
 by Teachers Who are Over 40 and Teachers Who are 40 or Less

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.141	3.232	.20
2. Develop a feeling of responsibility for others.	0.165	4.426	.20
3. Search for the significance of Christian faith today.	0.089	1.287	.70
4. Develop a sense of racial justice.	0.180	5.259	.10
5. Develop the ability to communicate with others.	0.257	10.822	.01
6. Train the child to practice his religion.	0.176	5.054	.10
7. Develop moral judgment.	0.108	1.919	.50
8. Develop respect for the state and its laws.	0.155	3.920	.20
9. Develop a knowledge of human sexuality.	0.202	6.682	.05
10. Develop a moral attitude toward sex.	0.143	3.332	.20
11. Develop a useful understanding of the Bible.	0.176	5.069	.10
12. Foster vocations to the priesthood and the religious life.	0.185	5.593	.10
13. Develop a belief in Catholic teachings.	0.272	12.125	.01
14. Awaken a sense of God in the child.	0.349	19.939	.001
15. Develop an understanding of the mass.	0.231	8.760	.02
16. Prepare the child for future religious unity.	0.088	1.279	.70
Teachers over 40: N = 62			
Teachers 40 or less: N = 120			

Table 34

Mean Score and Mean
Ranking of Importance of Objectives
by Teachers Who are Over 40 and Teachers Who are 40 or Less

Objectives	TEACHERS OVER 40		TEACHERS 40 OR LESS	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion.	2.69	14	2.83	14
2. Develop a feeling of responsibility for others.	5.18	2	5.62	2
3. Search for the significance of Christian faith today.	4.66	5	4.67	5
4. Develop a sense of racial justice.	3.90	10	4.29	6
5. Develop the ability to communicate with others.	4.45	6	5.08	4
6. Train the child to practice his religion.	4.19	9	3.63	11
7. Develop moral judgment.	4.89	3	5.18	3
8. Develop respect for the state and its laws.	3.56	11	3.92	8
9. Develop a knowledge of human sexuality.	2.06	16	2.67	15
10. Develop a moral attitude toward sex.	2.81	13	3.13	13
11. Develop a useful understanding of the Bible.	4.31	7.5	3.79	9
12. Foster vocations to the priesthood and the religious life.	2.39	15	2.05	16
13. Develop a belief in Catholic teachings.	4.69	4	4.16	7
14. Awaken a sense of God in the child.	6.63	1	5.76	1
15. Develop an understanding of the mass.	4.31	9.5	3.73	10
16. Prepare the child for future religious unity.	3.26	12	3.47	12

teachings, was rated higher by teachers aged over forty than by teachers aged forty or less.

Objective 15, develop an understanding of the mass, was rated higher by teachers aged over forty than by teachers aged forty or less, at the .02 level of significance.

Objective 9, develop a knowledge of human sexuality was rated higher by teachers aged forty or less than by teachers aged over forty, at the .05 level of significance.

Both groups favored objectives 14, awaken a sense of God in the child, 2, develop a feeling of responsibility for others, and 7, develop moral judgment, in that order.

The three objectives rated lowest by each group were, 12, foster vocations to the priesthood and the religious life, 9, develop a knowledge of human sexuality, and 1, develop an emotional attachment to the religion.

On an item-by-item analysis, a significant difference between the two groups was observed; therefore, the null hypothesis is rejected.

Hypothesis 17

There will be no significant differences between the ranking of the importance of the objectives of Catholic religious education by teachers who are members of a religious order and those who are not.

Table 35 gives the D maximum values, the chi square

approximations of D, and the significance levels of the differences between teachers who are members of a religious order and those who are not. Table 36 shows the mean scores and the mean ranks for both groups.

On an item-by-item basis, there was a significant difference for three objectives. Objective 14, awaken a sense of God in the child, was rated higher by members of religious orders at the .02 level of significance.

Two objectives were rated differently at the .05 level of significance. Objective 2, develop a feeling of responsibility for others, was rated higher by lay teachers than by members of religious orders. Objective 9, develop a knowledge of human sexuality, was rated higher by members of religious orders than by lay teachers.

Members of religious orders favored objectives 14, awaken a sense of God in the child, 7, develop moral judgment, and 2, develop a feeling of responsibility for others, in that order.

Lay teachers favored objectives 14, awaken a sense of God in the child, 2, develop a feeling of responsibility for others, and 7, develop moral judgment, in that order.

The three lowest rated objectives by both groups were 12, foster vocations to the priesthood and the religious life, 9, develop a knowledge of human sexuality, and 1, develop an emotional attachment to the religion.

On an item-by-item analysis, a significant difference

Table 35

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives
 by Members of Religious Orders and Non-Members

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.164	2.966	.30
2. Develop a feeling of responsibility for others.	0.235	6.102	.05
3. Search for the significance of Christian faith today.	0.097	1.032	.70
4. Develop a sense of racial justice.	0.088	0.853	.70
5. Develop the ability to communicate with others.	0.128	1.800	.50
6. Train the child to practice his religion.	0.149	2.457	.30
7. Develop moral judgment.	0.097	1.040	.70
8. Develop respect for the state and its laws.	0.118	1.551	.50
9. Develop a knowledge of human sexuality.	0.246	6.716	.05
10. Develop a moral attitude toward sex.	0.204	4.616	.10
11. Develop a useful understanding of the Bible.	0.227	5.716	.10
12. Foster vocations to the priesthood and the religious life.	0.163	2.951	.30
13. Develop a belief in Catholic teachings.	0.095	1.006	.70
14. Awaken a sense of God in the child.	0.267	7.889	.02
15. Develop an understanding of the mass.	0.087	0.830	.70
16. Prepare the child for future religious unity.	0.072	0.579	.80
Members of religious orders: N = 34			
Lay teachers N = 148			

Table 36

Mean Score and Mean
Ranking of Importance of Objectives
by Members of Religious Orders and Non-Members

Objectives	ORDER MEMBERS		NON-MEMBERS	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion.	2.18	15	2.74	14
2. Develop a feeling of responsibility for others.	5.12	3	5.57	2
3. Search for the significance of Christian faith today.	5.00	4	4.77	4
4. Develop a sense of racial justice.	3.88	9	4.07	7
5. Develop the ability to communicate with others.	4.62	5	4.72	5
6. Train the child to practice his religion.	3.41	11	3.70	11
7. Develop moral judgment.	5.26	2	5.24	3
8. Develop respect for the state and its laws.	3.71	10	3.84	9
9. Develop a knowledge of human sexuality.	2.97	14	2.62	15
10. Develop a moral attitude toward sex.	3.38	12	3.09	13
11. Develop a useful understanding of the Bible.	4.26	6	3.80	10
12. Foster vocations to the priesthood and the religious life.	2.09	16	2.36	16
13. Develop a belief in Catholic teachings.	4.09	7	4.16	6
14. Awaken a sense of God in the child.	6.65	1	5.92	1
15. Develop an understanding of the mass.	4.03	8	3.96	8
16. Prepare the child for future religious unity.	3.35	13	3.45	12

between the two groups was observed; therefore, the null hypothesis is rejected.

Hypothesis 18

There will be no significant differences between the ranking of the importance of the objectives of Catholic religious education by elementary teachers and secondary teachers.

Table 37 gives the D maximum values, the chi square approximations of D, and the significance levels of the differences between elementary teachers and secondary teachers. Table 38 shows the mean scores and the mean ranks for both groups.

On an item-by-item basis, there was a significant difference for eight objectives. Four of the objectives were rated differently at the .001 level of significance. Objectives 3, search for the significance of Christian faith today, and 10, develop a moral attitude toward sex, were rated higher by secondary teachers than by elementary teachers. Objectives 14, awaken a sense of God in the child, and 15, develop an understanding of the mass, were rated higher by elementary teachers than by secondary teachers.

Two objectives were rated differently at the .01 level of significance. Objective 2, develop a feeling of responsibility for others was rated higher by secondary teachers than by elementary teachers. Objective 6, train the child to practice his religion, was rated higher by elementary teachers than by secondary teachers.

Table 37

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives
 By Elementary Teachers and Secondary Teachers

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.149	3.994	.20
2. Develop a feeling of responsibility for others.	0.240	10.433	.01
3. Search for the significance of Christian faith today.	0.373	25.160	.001
4. Develop a sense of racial justice.	0.108	2.084	.50
5. Develop the ability to communicate with others.	0.125	2.816	.30
6. Train the child to practice his religion.	0.235	9.994	.01
7. Develop moral judgment.	0.068	0.836	.70
8. Develop respect for the state and its laws.	0.210	7.940	.02
9. Develop a knowledge of human sexuality.	0.223	8.967	.02
10. Develop a moral attitude toward sex.	0.310	17.392	.001
11. Develop a useful understanding of the Bible.	0.159	4.569	.20
12. Foster vocations to the priesthood and the religious life.	0.119	2.548	.30
13. Develop a belief in Catholic teachings.	0.117	2.480	.30
14. Awaken a sense of God in the child.	0.336	20.331	.001
15. Develop an understanding of the mass.	0.360	23.450	.001
16. Prepare the child for future religious unity.	0.082	1.208	.70
Elementary teachers: N = 99			
Secondary teachers: N = 83			

Table 38

Mean Score and Mean
Ranking of Importance of Objectives
by Elementary Teachers and Secondary Teachers

Objectives	ELEMENTARY TEACHERS		SECONDARY TEACHERS	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion.	2.97	13	2.57	15
2. Develop a feeling of responsibility for others.	5.26	2	5.71	1
3. Search for the significance of Christian faith today.	4.22	7	5.19	3
4. Develop a sense of racial justice.	4.11	9	4.21	7
5. Develop the ability to communicate with others.	4.78	4	4.98	5
6. Train the child to practice his religion.	4.08	10	3.51	10
7. Develop moral judgment.	5.03	3	5.14	4
8. Develop respect for the state and its laws.	3.65	11	3.99	8
9. Develop a knowledge of human sexuality.	2.19	16	2.80	14
10. Develop a moral attitude toward sex.	2.67	14	3.45	12
11. Develop a useful understanding of the Bible.	4.15	8	3.75	9
12. Foster vocations to the priesthood and the religious life.	2.29	15	2.01	16
13. Develop a belief in Catholic teachings.	4.44	5	4.22	6
14. Awaken a sense of God in the child.	6.45	1	5.58	2
15. Develop an understanding of the mass.	4.37	6	3.40	13
16. Prepare the child for future religious unity.	3.31	12	3.49	11

Two objectives were rated differently at the .02 level of significance. Objectives 8, develop a respect for the state and its laws, and 9, develop a knowledge of human sexuality, were both rated higher by secondary teachers than by elementary teachers.

Elementary teachers favored objectives 14, awaken a sense of God in the child, 2, develop a feeling of responsibility for others, and 7, develop moral judgment, in that order.

Secondary teachers favored objectives 2, develop a feeling of responsibility for others, 14, awaken a sense of God in the child, and 3, search for the significance of Christian faith today.

On an item-by-item analysis, a significant difference between the two groups was observed; therefore, the null hypothesis is rejected.

Hypothesis 19

There will be no significant differences between the ranking of the importance of the objectives of Catholic religious education by teachers with more than ten years of experience in Catholic schools and teachers with ten or less years of experience in Catholic schools.

Table 39 gives the D maximum values, the chi square approximations of D, and the significance levels of the differences between teachers with over ten years of experience in Catholic schools and teachers with ten or less years of experience. Table 40 shows the mean scores and the mean ranks for both groups.

Table 39

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives by Teachers with More than 10
 Years of Experience and Teachers with 10 or Less Years of Experience

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.042	0.269	.90
2. Develop a feeling of responsibility for others.	0.141	3.078	.30
3. Search for the significance of Christian faith today.	0.099	1.526	.50
4. Develop a sense of racial justice.	0.171	4.515	.20
5. Develop the ability to communicate with others.	0.121	2.272	.50
6. Train the child to practice his religion.	0.077	0.929	.70
7. Develop moral judgment.	0.115	2.054	.50
8. Develop respect for the state and its laws.	0.079	0.977	.70
9. Develop a knowledge of human sexuality.	0.206	6.603	.05
10. Develop a moral attitude toward sex.	0.137	2.907	.30
11. Develop a useful understanding of the Bible.	0.103	1.651	.50
12. Foster vocations to the priesthood and the religious life.	0.111	1.915	.50
13. Develop a belief in Catholic teachings.	0.194	5.863	.10
14. Awaken a sense of God in the child.	0.276	11.795	.01
15. Develop an understanding of the mass.	0.200	6.228	.05
16. Prepare the child for future religious unity.	0.113	1.984	.50
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Teachers with more than 10 years of experience:			N = 56
Teachers with 10 or less years of experience:			N = 126

Table 40

Mean Score and Mean
Ranking of Importance of Objectives by Teachers with More than 10
Years of Experience and Teachers with 10 or Less Years of Experience

Objectives	OVER 10 YEARS		10 OR LESS YEARS	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion.	2.68	14	2.61	15
2. Develop a feeling of responsibility for others.	5.32	2	5.56	2
3. Search for the significance of Christian faith today.	4.68	4	4.87	4
4. Develop a sense of racial justice.	3.79	9	4.15	6
5. Develop the ability to communicate with others.	4.61	5	4.74	5
6. Train the child to practice his religion.	3.71	10	3.61	11
7. Develop moral judgment.	5.04	3	5.34	3
8. Develop respect for the state and its laws.	3.70	11	3.87	8
9. Develop a knowledge of human sexuality.	2.45	15.5	2.79	14
10. Develop a moral attitude toward sex.	3.00	13	3.21	13
11. Develop a useful understanding of the Bible.	4.04	8	3.82	10
12. Foster vocations to the priesthood and the religious life.	2.45	15.5	2.25	16
13. Develop a belief in Catholic teachings.	4.36	6	4.05	7
14. Awaken a sense of God in the child.	6.63	1	5.80	1
15. Develop an understanding of the mass.	4.30	7	3.83	9
16. Prepare the child for future religious unity.	3.29	12	3.49	12

On an item-by-item basis, there was a significant difference for three objectives. Objective 14, awaken a sense of God in the child, was rated higher by teachers with over ten years of experience in Catholic schools, at the .01 level of significance.

Two objectives were rated differently at the .05 level of significance. Objective 9, develop a knowledge of human sexuality, was rated higher by teachers with ten or less years of experience in Catholic schools. Objective 15, develop an understanding of the mass, was rated higher by teachers with over ten years of experience in Catholic schools.

Both groups favored objectives 14, awaken a sense of God in the child, 2, develop a sense of responsibility for others, and 7, develop moral judgment, in that order.

The three objectives rated lowest by both groups were 12, foster vocations to the priesthood and the religious life, 9, develop a knowledge of human sexuality, and 1, develop an emotional attachment to the religion.

On an item-by-item analysis, a significant difference between the two groups was observed; therefore, the null hypothesis is rejected.

Hypothesis 20

There will be no significant differences between the ranking of the importance of the objectives of Catholic religious education by teachers with and teachers without formal training to

Table 41

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives by Teachers With
 Training to Teach Religious Education and Teachers Without Training

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.132	3.149	.30
2. Develop a feeling of responsibility for others.	0.147	3.872	.20
3. Search for the significance of Christian faith today.	0.044	0.347	.90
4. Develop a sense of racial justice.	0.137	3.390	.20
5. Develop the ability to communicate with others.	0.206	7.619	.05
6. Train the child to practice his religion.	0.110	2.190	.50
7. Develop moral judgment.	0.108	2.094	.50
8. Develop respect for the state and its laws.	0.117	2.470	.30
9. Develop a knowledge of human sexuality.	0.056	0.557	.80
10. Develop a moral attitude toward sex.	0.083	1.239	.70
11. Develop a useful understanding of the Bible.	0.248	11.067	.01
12. Foster vocations to the priesthood and the religious life.	0.095	1.622	.50
13. Develop a belief in Catholic teachings.	0.136	3.314	.20
14. Awaken a sense of God in the child.	0.253	11.529	.01
15. Develop an understanding of the mass.	0.208	7.819	.05
16. Prepare the child for future religious unity.	0.048	0.412	.90
Teachers with training to teach religion:			N = 82
Teachers without training to teach religion:			N = 100

Table 42

Mean Score and Mean
Ranking of Importance of Objectives by Teachers With
Training to Teach Religious Education and Teachers Without Training

Objectives	WITH TRAINING		WITHOUT TRAINING	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion.	2.78	14	2.79	14
2. Develop a feeling of responsibility for others.	5.26	2	5.64	2
3. Search for the significance of Christian faith today.	4.59	4	4.73	5
4. Develop a sense of racial justice.	3.91	9	4.35	6
5. Develop the ability to communicate with others.	4.57	5	5.11	4
6. Train the child to practice his religion.	3.87	10	3.78	9
7. Develop moral judgment.	4.93	3	5.21	3
8. Develop respect for the state and its laws.	3.70	11	3.89	8
9. Develop a knowledge of human sexuality.	2.44	15	2.49	15
10. Develop a moral attitude toward sex.	3.01	13	3.03	13
11. Develop a useful understanding of the Bible.	4.35	7	3.65	11
12. Foster vocations to the priesthood and the religious life.	2.11	16	2.21	16
13. Develop a belief in Catholic teachings.	4.50	6	4.21	7
14. Awaken a sense of God in the child.	6.39	1	5.78	1
15. Develop an understanding of the mass.	4.16	8	3.74	10
16. Prepare the child for future religious unity.	3.41	12	3.38	12

teach religion.

Table 41 gives the maximum values, the chi square approximations of D, and the significance levels of the differences between teachers with and teachers without formal training to teach religion. Table 42 shows the mean scores and the mean ranks for both groups.

On an item-by-item basis, there was a significant difference for four objectives. Two objectives were rated differently at the .01 level of significance. Objectives 11, develop a useful understanding of the Bible, and 14, awaken a sense of God in the child, were both rated higher by teachers with training to teach religious education.

Two objectives were rated differently at the .05 level of significance. Objective 5, develop the ability to communicate with others, was rated higher by teachers with training to teach religious education. Objective 15, develop an understanding of the mass, was rated higher by teachers with training to teach religious education.

Both groups favored objectives 14, awaken a sense of God in the child, 2, develop a feeling of responsibility for others, and 7, develop moral judgment, in that order.

Three objectives rated lowest by both groups were, 12, foster vocations to the priesthood and the religious life, 9, develop a knowledge of human sexuality, and 1, develop an emotional attachment to the religion.

On an item-by-item analysis, a significant difference between the two groups was observed; therefore, the null hypothesis is rejected.

Hypothesis 21

There will be no significant differences between the ranking of the importance of the objectives of Catholic religious education and the stress placed upon these objectives in the classroom by male teachers.

Table 43 gives the maximum values, the chi square approximations of D, and the significance levels of the differences between the rankings of importance and stress by male teachers. Table 44 shows the mean scores and the mean ranks for both groups.

On an item-by-item basis, there were no significant differences for the objectives. The highest level of difference between stress and importance for any objective was .30.

In terms of both importance and stress the favored objectives were, 2, develop a feeling of responsibility for others, 14, awaken a sense of God in the child, 7, develop moral judgment, 3, search for the significance of Christian faith today, and 5, develop the ability to communicate with others, in that order.

The three objectives rated lowest for both stress and importance were 12, foster vocations to the priesthood and the religious life, 1, develop an emotional attachment to the religion, and 9, develop a knowledge of human sexuality.

Table 43

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives by Male Teachers
 and Stress Placed Upon the Objectives by Male Teachers

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.077	0.615	.80
2. Develop a feeling of responsibility for others.	0.058	0.316	.90
3. Search for the significance of Christian faith today.	0.115	1.385	.70
4. Develop a sense of racial justice.	0.154	2.462	.30
5. Develop the ability to communicate with others.	0.096	0.962	.70
6. Train the child to practice his religion.	0.115	1.382	.70
7. Develop moral judgment.	0.038	0.154	.95
8. Develop respect for the state and its laws.	0.077	0.615	.80
9. Develop a knowledge of human sexuality.	0.173	3.115	.30
10. Develop a moral attitude toward sex.	0.077	0.615	.80
11. Develop a useful understanding of the Bible.	0.135	1.885	.50
12. Foster vocations to the priesthood and the religious life.	0.115	1.385	.70
13. Develop a belief in Catholic teachings.	0.115	1.385	.70
14. Awaken a sense of God in the child.	0.077	0.615	.80
15. Develop an understanding of the mass.	0.173	3.115	.30
16. Prepare the child for future religious unity.	0.058	0.346	.90
Male teachers: N = 52			

On an item-by-item analysis, no significant difference between the two groups was observed; therefore, the null hypothesis is not rejected.

Hypothesis 22

There will be no significant differences between the ranking of the importance of the objectives of Catholic religious education and the stress placed upon these objectives in the classroom by female teachers.

Table 45 gives the D maximum values, the chi square approximations of D, and the significance levels of the differences between the rankings of importance and stress by female teachers. Table 46 shows the mean scores and the mean ranks for both groups.

On an item-by-item basis, there were no significant differences for the objectives.

From the point of view of importance female teachers favored objectives 14, awaken a sense of God in the child, 2, develop a feeling of responsibility for others, and 7, develop moral judgment, in that order.

From the point of view of stress female teachers favored objectives 14, awaken a sense of God in the child, 2, develop a feeling of responsibility for others, and 5, develop the ability to communicate with others, in that order.

For both stress and importance the two objectives rated lowest are, 12, foster vocations to the priesthood and the

Table 45

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives by Female Teachers
 and Stress Placed Upon the Objectives by Female Teachers

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.092	2.215	.50
2. Develop a feeling of responsibility for others.	0.023	0.138	.95
3. Search for the significance of Christian faith today.	0.108	3.015	.30
4. Develop a sense of racial justice.	0.036	0.345	.90
5. Develop the ability to communicate with others.	0.077	1.538	.50
6. Train the child to practice his religion.	0.108	3.015	.30
7. Develop moral judgment.	0.138	4.985	.10
8. Develop respect for the state and its laws.	0.077	1.538	.50
9. Develop a knowledge of human sexuality.	0.123	3.938	.20
10. Develop a moral attitude toward sex.	0.092	2.215	.50
11. Develop a useful understanding of the Bible.	0.062	0.985	.70
12. Foster vocations to the priesthood and the religious life.	0.100	2.600	.30
13. Develop a belief in Catholic teachings.	0.085	1.862	.50
14. Awaken a sense of God in the child.	0.054	0.754	.70
15. Develop an understanding of the mass.	0.038	0.385	.90
16. Prepare the child for future religious unity.	0.031	0.246	.90
Female teachers: N = 130			

Table 46

Mean Score and Mean
Ranking of Importance of Objectives by Female Teachers
and Stress Placed Upon the Objectives by Female Teachers

Objectives	FEMALE IMPORTANCE		FEMALE STRESS	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion.	2.63	14	2.86	13
2. Develop a feeling of responsibility for others.	5.46	2	5.48	2
3. Search for the significance of Christian faith today.	4.65	5	4.48	5
4. Develop a sense of racial justice.	4.08	8	4.11	9
5. Develop the ability to communicate with others.	4.74	4	4.95	3
6. Train the child to practice his religion.	3.69	11	3.89	10
7. Develop moral judgment.	5.20	3	4.92	4
8. Develop respect for the state and its laws.	3.72	10	3.78	11
9. Develop a knowledge of human sexuality.	2.56	15	2.25	15
10. Develop a moral attitude toward sex.	3.01	13	2.84	14
11. Develop a useful understanding of the Bible.	3.98	9	4.14	8
12. Foster vocations to the priesthood and the religious life.	2.35	16	2.09	16
13. Develop a belief in Catholic teachings.	4.09	7	4.33	6
14. Awaken a sense of God in the child.	6.30	1	6.26	1
15. Develop an understanding of the mass.	4.12	6	4.16	7
16. Prepare the child for future religious unity.	3.42	12	3.43	12

religious life, and 9, develop a knowledge of human sexuality.

On an item-by-item analysis, no significant difference between the two groups was observed; therefore, the null hypothesis is not rejected.

Hypothesis 23

There will be no significant differences between the ranking of the importance of the objectives of Catholic religious education and the stress upon these objectives in the classroom by teachers over forty years of age.

Table 47 gives the D maximum values, the chi square approximations of D, and the significance levels of the differences between the rankings of importance and stress by teachers aged over forty. Table 48 shows the mean scores and the mean ranks for both groups.

On an item-by-item basis, there were no significant differences for the objectives.

For both importance and stress, teachers over forty years of age favored the following objectives, 1, awaken a sense of God in the child, 2, develop a feeling of responsibility for others, and 7, develop moral judgment.

The three lowest objectives for both stress and importance are 9, develop a knowledge of human sexuality, 12, foster vocations to the priesthood and the religious life, and 1, develop an emotional attachment to the religion.

Table 47

Kolmogorov-Smirnov Two-Sample Test:
 Ranking of Importance of Objectives by Teachers Aged Over 40
 and Stress Placed Upon the Objectives by Teachers Aged Over 40

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.113	1.581	.50
2. Develop a feeling of responsibility for others.	0.097	1.162	.70
3. Search for the significance of Christian faith today.	0.113	1.581	.50
4. Develop a sense of racial justice.	0.081	0.806	.70
5. Develop the ability to communicate with others.	0.065	0.516	.80
6. Train the child to practice his religion.	0.129	2.065	.50
7. Develop moral judgment.	0.145	2.613	.30
8. Develop respect for the state and its laws.	0.161	3.226	.20
9. Develop a knowledge of human sexuality.	0.113	1.581	.50
10. Develop a moral attitude toward sex.	0.081	0.806	.70
11. Develop a useful understanding of the Bible.	0.081	0.806	.70
12. Foster vocations to the priesthood and the religious life.	0.161	3.226	.20
13. Develop a belief in Catholic teachings.	0.048	0.290	.90
14. Awaken a sense of God in the child.	0.065	0.516	.80
15. Develop an understanding of the mass.	0.032	0.129	.95
16. Prepare the child for future religious unity.	0.048	0.290	.90
Teachers aged over 40: N = 62			

Table 48

Mean Score and Mean
Ranking of Importance of Objectives by Teachers Aged Over 40
and Stress Placed Upon the Objectives by Teachers Aged Over 40

Objectives	OVER 40 IMPORTANCE		OVER 40 STRESS	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion.	2.79	14	2.58	14
2. Develop a feeling of responsibility for others.	5.23	2	5.16	2.5
3. Search for the significance of Christian faith today.	4.47	6	4.73	4
4. Develop a sense of racial justice.	3.94	10	3.81	10
5. Develop the ability to communicate with others.	4.50	5	4.52	5
6. Train the child to practice his religion.	4.24	9	3.94	9
7. Develop moral judgment.	4.84	3	5.16	2.5
8. Develop respect for the state and its laws.	3.65	11	3.50	11
9. Develop a knowledge of human sexuality.	2.06	16	2.29	16
10. Develop a moral attitude toward sex.	2.87	13	2.92	13
11. Develop a useful understanding of the Bible.	4.37	7	4.16	8
12. Foster vocations to the priesthood and the religious life.	2.23	15	2.52	15
13. Develop a belief in Catholic teachings.	4.63	4	4.48	6
14. Awaken a sense of God in the child.	6.58	1	6.58	1
15. Develop an understanding of the mass.	4.34	8	4.34	7
16. Prepare the child for future religious unity.	3.23	12	3.34	12

On an item-by-item analysis, no significant difference between the two groups was observed; therefore, the null hypothesis is not rejected.

Hypothesis 24

There will be no significant differences between the ranking of the importance of the objectives of Catholic religious education and the stress placed upon these objectives in the classroom by teachers aged forty or less.

Table 49 gives the D maximum values, the chi square approximations of D, and the significance levels of the differences between the rankings of importance and stress by teachers aged forty or less. Table 50 shows the mean scores and the mean ranks for both groups.

On an item-by-item basis, there were no significant differences for the objectives.

For both importance and stress, teachers aged forty or less favored objectives 14, awaken a sense of God in the child, and 2, develop a feeling of responsibility for others, in that order.

The lowest rated objectives for both stress and importance were 12, foster vocations to the priesthood and the religious life, and 1, develop an emotional attachment to the religion.

On an item-by-item analysis, no significant difference between the two groups was observed; therefore, the null hypothesis is not rejected.

Table 49

Kolmogorov-Smirnov Two-Sample Test:

Ranking of Importance of Objectives by Teachers Aged 40 or Less
and Stress Placed Upon the Objectives by Teachers Aged 40 or Less

Objectives	D Max	Chi Square	Level of Significance
1. Develop an emotional attachment to the religion.	0.092	2.017	.50
2. Develop a feeling of responsibility for others.	0.025	0.150	.95
3. Search for the significance of Christian faith today.	0.117	3.267	.20
4. Develop a sense of racial justice.	0.073	1.280	.70
5. Develop the ability to communicate with others.	0.075	1.350	.70
6. Train the child to practice his religion.	0.075	1.350	.70
7. Develop moral judgment.	0.092	2.017	.50
8. Develop respect for the state and its laws.	0.067	1.067	.70
9. Develop a knowledge of human sexuality.	0.108	2.817	.30
10. Develop a moral attitude toward sex.	0.133	4.267	.20
11. Develop a useful understanding of the Bible.	0.108	2.817	.30
12. Foster vocations to the priesthood and the religious life.	0.100	2.400	.50
13. Develop a belief in Catholic teachings.	0.117	3.267	.20
14. Awaken a sense of God in the child.	0.058	0.817	.70
15. Develop an understanding of the mass.	0.067	1.067	.70
16. Prepare the child for future religious unity.	0.033	0.267	.90
Teachers aged 40 or less: N = 120			

Table 50

Mean Score and Mean
Ranking of Importance of Objectives by Teachers Aged 40 or Less
and Stress Placed Upon the Objectives by Teachers Aged 40 or Less

Objectives	40 OR LESS STRESS		40 OR LESS IMPORTANCE	
	Mean Score	Mean Rank	Mean Score	Mean Rank
1. Develop an emotional attachment to the religion.	2.87	15	2.66	15
2. Develop a feeling of responsibility for others.	5.67	2	5.66	2
3. Search for the significance of Christian faith today.	4.65	5	4.86	4
4. Develop a sense of racial justice.	4.33	6	4.16	6
5. Develop the ability to communicate with others.	5.11	3.5	4.79	5
6. Train the child to practice his religion.	3.67	11	3.49	10
7. Develop moral judgment.	5.11	3.5	5.29	3
8. Develop respect for the state and its laws.	3.92	8	3.97	7.5
9. Develop a knowledge of human sexuality.	2.58	12	2.89	14
10. Develop a moral attitude toward sex.	3.10	14	3.27	13
11. Develop a useful understanding of the Bible.	3.85	9	3.74	11
12. Foster vocations to the priesthood and the religious life.	1.99	16	2.20	16
13. Develop a belief in Catholic teachings.	4.17	7	3.97	7.5
14. Awaken a sense of God in the child.	5.73	1	5.78	1
15. Develop an understanding of the mass.	3.72	10	3.78	9
16. Prepare the child for future religious unity.	3.50	13	3.47	12

Range of Rankings for Each Objective (by Teachers)

In the following section the range of rankings, by teachers for each objective will be presented. Each objective will be stated as presented in the survey. Following each objective, in parentheses, will be the range of rankings by teachers.

1. Develop an emotional attachment to the religion (13-15).
2. Develop a feeling of responsibility for others (1-4).
3. Search for the significance of Christian faith today (3-8).
4. Develop a sense of racial justice (6-10).
5. Develop the ability to communicate with others (2-7).
6. Train the child to practice his religion (7-11).
7. Develop moral judgment (2-5).
8. Develop respect for the state and its laws (4-2).
9. Develop a knowledge of human sexuality (14-16).
10. Develop a moral attitude toward sex (10-12).
11. Develop a useful understanding of the Bible (6-12).
12. Foster vocations to the priesthood and the religious life (15-16).
13. Develop a belief in Catholic teachings (4-7).
14. Awaken a sense of God in the child (1-2).
15. Develop an understanding of the mass (6-13).
16. Prepare the child for future religious unity (11-13).

SUMMARY OF CHAPTER 6

The objectives rated highest by teachers were objectives 14, awaken a sense of God in the child, 2, develop a feeling of responsibility for others, and 7, develop moral judgment.

The objectives rated lowest by teachers were objectives 12, foster vocations to the priesthood and the religious life, 9, develop a knowledge of human sexuality, and 1, develop an emotional attachment to the religion.

In no case was there a significant difference between the perceptions of importance of the objectives by teachers and the stress placed upon the objectives in class. For all other combinations of teacher variables significant differences were found between perceptions of the importance of the objectives.

The most significant differences between perceptions of the importance of the objectives were between secondary teachers and elementary teachers.

Chapter 7

SUMMARY OF THE STUDY AND CONCLUSIONS

Summary of the Study

In planning curriculum there is a wide range of learning experiences and objectives from which the school can choose. However, limitations of time and resources require that the school make a selection from among the possible objectives. There is also a need to determine the relative emphasis to be given to the objectives which are chosen. Bloom (1956, pp. 26-27) suggested three perspectives for making decisions about objectives: (1) the needs, interests, and present development of the individual; (2) the conditions and problems of contemporary and future life; and (3) the nature and interrelationships of various subject matters. Although the selection of educational objectives may be guided by specific philosophies of education, public opinion must be the real determinant of the objectives of the school. Downey (1960) proposed that:

In the final analysis, the schools are responsible to the people they serve. The expert, who may be far more competent than most people in delineating the school's function, is, nonetheless, quite ineffective unless his judgments ultimately influence public desire. For within the collective public lies the ultimate authority to prescribe the task of the public school.

It follows then, that the student of education, must also be a student of public opinion. His expertise will carry educational policy making *only* so far as public opinion will permit. To be *right* is not good enough for the leader of public education; he must also be recognized as being right by

the power wielding public. The task of public education in a free society will not be superimposed. It will evolve under leadership, of course, as the people whom the schools serve perceive change to be desirable (p. 72).

The present study attempted to determine the ranking of importance of selected objectives of Catholic religious education by parents and teachers of Catholic students. The study also attempted to determine the relative stress placed upon the objectives in the classroom by religion teachers. The study was conducted in both Edmonton and Lethbridge Catholic schools.

The objectives which the parents and teachers were asked to rank were selected from literature concerned with the aims of religious education. The sixteen aims that were ranked are:

1. Develop an emotional attachment to the religion.
2. Develop a feeling of responsibility for others.
3. Search for the significance of Christian faith today.
4. Develop a sense of racial justice.
5. Develop the ability to communicate with others.
6. Train the child to practice his religion.
7. Develop moral judgment.
8. Develop respect for the state and its laws.
9. Develop a knowledge of human sexuality.
10. Develop a moral attitude toward sex.
11. Develop a useful understanding of the Bible.
12. Foster vocations to the priesthood and the religious life.
13. Develop a belief in Catholic teachings.
14. Awaken a sense of God in the child.
15. Develop an understanding of the mass.
16. Prepare the child for future religious unity.

The sample population of this study comprised 215 parents and 182 religion teachers of students attending Catholic schools.

Twenty-four hypotheses were proposed:

School district as variable. There will be no significant differences in the ranking of the importance of the objectives of

Catholic religious education between:

1. Edmonton teachers and Lethbridge teachers,
2. Edmonton parents and Lethbridge parents,
3. Edmonton teachers and Edmonton parents,
4. Lethbridge teachers and Lethbridge parents.

There will be no significant differences between the stress placed upon the objectives of Catholic religious education in the classroom by Edmonton teachers and the perceived importance of the objectives by:

5. Edmonton teachers,
6. Edmonton parents.

There will be no significant differences between the stress placed upon the objectives of Catholic religious education in the classroom by Lethbridge teachers and the perceived importance of the objectives by:

7. Lethbridge teachers,
8. Lethbridge parents.

Parent variables. There will be no significant differences between the ranking of the importance of the objectives of Catholic religious education by:

9. male parents and female parents,
10. parents who attended Catholic schools as children and those who did not,
11. parents aged over forty and parents aged forty or less,

12. parents with eleven or more years of schooling and parents with less than eleven years of schooling,
13. Catholic parents and non-Catholic parents,

Teacher variables.

14. male teachers and female teachers,
15. teachers who attended Catholic schools as a child and those who did not,
16. teachers aged over forty and teachers aged forty or less,
17. teachers who are members of a religious order and those who are not,
18. elementary teachers and secondary teachers,
19. teachers with more than ten years of experience in Catholic schools and teachers with ten or less years of experience in Catholic schools,
20. teachers with and teachers without formal training to teach religion.

There will be no significant differences between the ranking of the importance of the objectives of Catholic religious education and the stress placed upon these objectives in the classroom by:

21. male teachers,
22. female teachers,
23. teachers over forty years of age,
24. teachers aged forty or less.

Summary of the Findings

The agreement between parent and teacher groups on their perceptions of importance and stress placed upon objectives was tested by the Kolmogorov-Smirnov Two-Sample Test.

Edmonton teachers and Lethbridge teachers rated the importance of ten objectives differently at a significant level.

Edmonton parents and Lethbridge parents rated the importance of only one objective differently at a significant level.

Edmonton teachers and Edmonton parents rated the importance of seven objectives differently at a significant level.

Lethbridge teachers and Lethbridge parents rated the importance of five objectives differently at a significant level.

Stress and importance as perceived by Edmonton teachers were not rated differently at a significant level.

Stress by Edmonton teachers and importance as perceived by Edmonton parents were rated differently at a significant level for six of the objectives.

Stress and importance were not rated differently at a significant level by Lethbridge teachers.

Stress by Lethbridge teachers and importance as perceived by Lethbridge parents were rated differently at a significant level for six of the objectives.

Male parents and female parents did not rate the importance of the objectives differently at a significant level.

Parents who attended Catholic schools as children and those

who did not, rated the importance of the objectives differently at a significant level for three of the objectives.

Parents aged over forty and parents aged forty or less did not rate the objectives differently at a significant level.

Parents with eleven or more years of schooling and parents with less than eleven years of schooling rated only one objectives differently at a significant level.

Catholic parents and non-Catholic parents rated three of the objectives differently at a significant level.

Male teachers and female teachers rated three of the objectives differently at a significant level.

Teachers who attended Catholic schools as children and those who did not, did not rate any of the objectives differently at a significant level.

Teachers aged over forty and teachers aged forty or less rated five objectives differently at a significant level.

Lay teachers and teachers who were members of religious orders rated three objectives differently at a significant level.

Elementary teachers and secondary teachers rated eight objectives differently at a significant level.

Teachers with more than ten years of experience in Catholic schools and teachers with less than ten years of experience in Catholic schools rated three objectives differently at a significant level.

Teachers with and teachers without formal training to teach

religious education rated four objectives differently at a significant level.

Male teachers did not rate any of the objectives significantly differently between stress and importance.

Female teachers did not rate any of the objectives significantly differently between stress and importance.

Teachers over forty years of age did not rate any of the objectives significantly differently between stress and importance.

Teachers aged forty or less did not rate any of the objectives significantly differently between stress and importance.

In the following, the range of rankings for each objective will be presented. Each objective will be presented followed by the rank ranges for both parents and teachers, in parentheses.

1. Develop an emotional attachment to the religion (Parents, 10.5-14): (Teachers, 13-15).

2. Develop a feeling of responsibility for others (Parents, 2-4): (Teachers, 1-4).

3. Search for the significance of Christian faith today (Parents, 5-7.5): (Teachers, 3-8).

4. Develop a sense of racial justice (Parents, 7-10): (Teachers, 6-10).

5. Develop the ability to communicate with others (Parents, 2-4): (Teachers, 2-7).

6. Train the child to practice his religion (Parents, 7-9): (Teachers, 7-11).

7. Develop moral judgment (Parents, 1-4): (Teachers, 2-5).
8. Develop respect for the state and its laws (Parents, 3-6): (Teachers, 4-12).
9. Develop a knowledge of human sexuality (Parents, 15): (Teachers, 14-16).
10. Develop a moral attitude toward sex (Parents, 10-12): (Teachers, 11-14).
11. Develop a useful understanding of the Bible (Parents, 8-14): (Teachers, 6-12).
12. Foster vocations to the priesthood and the religious life (Parents, 16): (Teachers, 15-16).
13. Develop a belief in Catholic teachings (Parents, 7-13): (Teachers, 4-7).
14. Awaken a sense of God in the child (Parents, 1-5): (Teachers, 1-2).
15. Develop an understanding of the mass (Parents, 9-14): (Teachers, 6-13).
16. Prepare the child for future religious unity (Parents, 10.5-14): (Teachers, 11-13).

In no case was there any significant difference between the perceived importance of an objective by teachers and the stress placed upon it in class.

Conclusions

Perhaps the most important finding of this research was in the area of sex education. Objective 9, develop a knowledge of human sexuality, and objective 10, develop a moral attitude toward sex, were rated very low by teachers and parents. Although both objectives were rated very low, objective 10, develop a moral attitude toward sex, was rated higher than objective 9, develop a knowledge of human sexuality. This suggests that although there may be some support for a moral approach to sex education there is little or no support for a biological or social approach to sex education.

The findings indicate that teachers and parents do not place a very high priority upon sex education as a part of religious education courses. It may also be indicative of a negative attitude toward sex education in general. This does not necessarily mean that sex education should not be offered in Catholic schools. It does however suggest that sex education should be offered only after lengthy in-depth consideration.

The other two objectives to be rated low were objective 1, develop an emotional attachment to the religion, and objective 12, foster vocations to the priesthood and the religious life. Objective 12, foster vocations to the priesthood and the religious life, is rated so low as to suggest that it should not be approached directly but only as a sub-product of some other objective.

The objectives which were considered most important by both

teachers and parents are all such that they could apply to any Christian religion. The objective ranked highest by both teachers and parents was objective 14, awaken a sense of God in the child. The other four objectives that were rated highest were 2, develop a feeling of responsibility for others, 7, develop moral judgment, 5, develop the ability to communicate with others, and 3, search for the significance of Christian faith today. The findings suggest that these five objectives should play a major role in current courses in Catholic religious education.

Because of the agreement between ranking of stress upon and importance of the objectives it is concluded that teachers are generally teaching what they feel they should be teaching. There is no evident difference in the degree of agreement with what they are teaching between Lethbridge teachers and Edmonton teachers.

Suggestions for Further Studies

A further study might investigate the relationship between the religious behavior of Catholic adults and the type of religious education they received.

The study might be replicated at such time as teachers of religious education are formally trained at university for the purpose of teaching religious education.

The study might be replicated in such a way as to measure the view of Catholic students.

Because of the present situation where many areas are

unable to have Catholic schools there may be merit in designing a study which would measure the views of Catholics and non-Catholics in the area of religious education. The study could be done with a view to possibly setting up one religious program designed to serve both Catholic and non-Catholic students.

Recommendations

1. Parental support of, and confidence in the Catholic religious educational program for their child is requisite and necessary in order for the student to profit from it. It is recommended that information dealing with Catholic religious education be disseminated to parents through home and school groups, by bulletins, and through teacher-parent conferences.

2. Since Catholic religious education demands the integrated efforts of religion teachers, it is recommended that all professional participants in the program be kept fully aware of their roles, and prevent them from substituting personal goals for those of the program. A disjointed approach is conducive to the kind of public criticism and non-confidence that defeats the objectives of a well conceived program.

3. At present there is no formal program at the university level for training teachers to teach religion. It is recommended that a program be set up for the training of expert religious education teachers. It is further recommended that once religious education experts are developed they should teach all of the

religion courses. This would eliminate the present situation where many schools have the home room teachers teaching religion, which often results in religion classes being used for house keeping functions rather than the purpose for which they are intended.

4. Since an adequate supply of religious education experts does not exist and will not exist for some time it is necessary, in the interim, to provide those teachers now teaching religion with more explicit course outlines. It is also necessary to provide expanded instructional resources because of the lack of training in the field.

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REFERENCES

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APPENDIX A
CATHOLIC RELIGIOUS
EDUCATION SURVEY

ALBERTA CATHOLIC SCHOOL TRUSTEES ASSOCIATION

ZONE 7 A.S.T.A.

HONORARY PRESIDENT: HIS GRACE A JORDAN, O.M.I., D.D.
ARCHBISHOP OF EDMONTONSTEPHEN T. RUSAK
EXECUTIVE DIRECTOR
PHONE: 482-3232, 482-2938
EDMONTON, ALBERTA

To _____ of Catholic children in separate schools:

Mr. J. G. Eshpeter of the department of Educational Administration, University of Alberta is conducting a survey which we feel is important. He has undertaken a study of Catholic education in the province which will lead to a better understanding of our schools.

You will receive a questionnaire by mail within the next few days and we urge you to fill it in and return it to Mr. Eshpeter. It is not a long one and can be completed in a very short time. Your co-operation is earnestly requested.

Our Association has welcomed Mr. Eshpeter's initiative in this matter and has accorded him its co-operation to assure success with this project.

Yours sincerely,

Stephen Rusak

JAMES G. ESHPETER
Department of Educational Administration
The Faculty of Graduate Studies
The University of Alberta

March, 1970

Dear Parents:

As a part of a study about the religious education of your children, I invite you to complete the enclosed questionnaire which asks you to decide which objectives of religious education are most important for Catholic schools to teach.

There are many aspects of religion about which your sons and daughters must learn as they prepare for responsible adulthood. They will learn some of these things in their homes, others at Church and in the community. This study seeks to find out which things you think the school should be responsible for teaching.

You will note that there are also five questions about yourself.

I request that both parents in the family complete a questionnaire.

No names or addresses are asked for. Answers will not be identified with individual parents or students. The numbers on the questionnaires refer only to the electoral area in which you live. Complete anonymity is guaranteed to those who return questionnaires.

The results of the study may be helpful to Catholic schools in planning future religious programs. We are presently in the season of Lent. I hope that in the spirit of the Lenten season, you will take a few minutes to respond to this study which could be important to the religious development of your children. Your opinion is important. However, if you prefer not to take part, simply return the unanswered questionnaires by placing them in the self-addressed, stamped envelope and dropping it in the mail.

I would like to have the completed answer sheets as soon as possible, you can return the completed answer sheets by placing them in the self-addressed, stamped envelope and dropping it in the mail.

Thank you for your consideration of this request.

Yours sincerely,
James G. Eshpeter

INSTRUCTIONS

The different objectives of religious education that the Catholic school might teach your son or daughter are printed on the gummed labels that you will find in the small envelope. The purpose of the study is to find out which of these objectives you think are important for Catholic schools to teach and which objectives are not so important.

BOTH PARENTS ARE ASKED TO ANSWER A QUESTIONNAIRE

PLEASE FOLLOW THESE INSTRUCTIONS CAREFULLY

- (1) Read each label carefully.
- (2) Before you stick the labels onto the answer sheet, sort them into a list.
 - *Put the label that you think is the MOST IMPORTANT at the top of your list.
 - *Then put the next most important label under it, and so on, until you have placed ALL 16 labels in your list.
 - *The bottom label should be the LEAST IMPORTANT objective that you think the school should teach.
- (3) Now, check your list.
- (4) After checking your list, you are ready to stick the labels onto the boxes printed on the ANSWER SHEET. The labels have glue on the back. Simply moisten them to glue them to the answer sheet.
 - *Stick the MOST IMPORTANT label onto Box 1.
 - *Continue to stick ALL of the labels onto the boxes until you have stuck the LEAST IMPORTANT label onto Box 16.
- (5) Now answer the five questions on PART B of the answer sheet.
- (6) When you have finished, seal the answer sheets in the return envelope. DO NOT PUT YOUR NAME ON EITHER THE ANSWER SHEET OR THE ENVELOPE.
- (7) Return the envelope by dropping it in the mail.

(1)	Most important objective label.
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
(12)	
(13)	
(14)	
(15)	
(16)	Least important objective label.

OBJECTIVE OF RELIGIOUS EDUCATION

-ANSWER SHEET-

PART A: Now that you have sorted out the objective labels, stick them onto the 16 boxes.

-- Start with Box 1. Put the most important objective label in this box.

PART B: Here you are asked to give some information about yourself.

-- Your name is not asked for. All answers will remain strictly anonymous.

- (1) Sex: Male_____ Female _____
- (2) Did you ever, as a child, attend a Catholic school? Yes____ No____
- (3) In which age category do you fall as of March 1, 1970?
 - Under 30 _____
 - 31 to 40 _____
 - 41 to 50 _____
 - 51 to 60 _____
 - Over 60 _____
- (4) For how many years have you attended a school or other educational institution? (To the nearest full year).
 - Less than 6 _____
 - 6 to 10 _____
 - 11 to 15 _____
 - 16 to 20 _____
 - Over 20 _____
- (5) Are you a Catholic? Yes____ No____

OBJECTIVES LABELS

Develop an emotional attachment to the religion. A	Develop a belief in Catholic teachings. I
Prepare the child for future religious unity. β	Develop a useful understanding of the Bible. K
Develop an understanding of the mass. Γ	Train the child to practice his religion. ^
Awaken a sense of God in the child. Δ	Search for the significance of Christian faith today. M
Foster vocations to the priesthood and the religious life. E	Develop a feeling of responsibility for others. N
Develop moral judgment. Z	Develop the ability to communicate with others. ≡
Develop a moral attitude toward sex. H	Develop a sense of racial justice O
Develop a knowledge of human sexuality. Θ	Develop respect for the state and its laws. Π

JAMES G. ESHPETER
Department of Educational Administration
The Faculty of Graduate Studies
The University of Alberta

March, 1970

Dear Educator:

I would like to solicit your assistance in gathering data for my thesis entitled, "PARENT AND TEACHER PERCEPTIONS OF OBJECTIVES OF CATHOLIC RELIGIOUS EDUCATION." This research will be used to complete my Master of Education degree in Educational Administration.

Mr. S. Rusak, the Executive Director of the Alberta Catholic School Trustees' Association, and the _____ Catholic Separate School Board have kindly given their permission to distribute this survey.

Having worked with the students in the area of religious education, you will have an opinion about the type of education that will best prepare these young people for Catholic adulthood. You will also know which areas you now stress the most. Part of the child's religious education will come from the home, the Church and community. This study is concerned with those aspects of religious education for which the Catholic schools are taking responsibility or should take responsibility.

We are presently in the season of Lent. I do hope that in the spirit of the Lenten season you will, within the next few days, find time to complete the two questionnaires and in this way contribute to this study in religious education. The first questionnaire asks which objectives of religious education you feel are the most important; the second asks which objectives you stress most in your religion classes. The numbers on the questionnaires will be used for pairing the questionnaires of each teacher. No names or addresses are required: responses will be kept strictly confidential.

When you have completed the questionnaires, please seal them in the return envelope and drop it in the mail.

I shall be very grateful for the time and effort you take in assisting with this study.

Yours sincerely,

James G. Eshpeter

INSTRUCTIONS

Objectives of religious education which Catholic schools might provide are printed on gummed labels which you will find in the small envelopes. The purpose of this study is twofold: (1) to determine a priority of goals for Catholic religious education; and (2) to determine which goals are presently being emphasized.

PLEASE COMPLETE BOTH QUESTIONNAIRES

- * Questionnaire (1) asks you to arrange the objectives according to what you believe should be the order of importance. (Do questionnaire No. 1 first).
 - * Questionnaire (2) asks you to arrange the objectives according to the amount of stress you put upon them in religion class.
-
-

PLEASE FOLLOW THESE INSTRUCTIONS FOR BOTH QUESTIONNAIRES

- (1) Read each label carefully.
- (2) BEFORE you stick the labels onto the answer sheet, rank them into a list.
 - * Place the MOST IMPORTANT (or MOST STRESSED) objective label at the top of the list.
 - * Continue to rank all of the labels in order of DECREASING IMPORTANCE (or DECREASING STRESS).
 - * The bottom label should state the objective that you consider LEAST IMPORTANT (or LEAST STRESSED).
- (3) Now, check your list.
- (4) After checking your list, you are ready to stick the labels onto the boxes printed on the answer sheet. The labels are gummed: simply moisten them to glue them to the answer sheet.
 - * Stick the MOST IMPORTANT (or MOST STRESSED) label onto Box 1.
 - * Continue to stick ALL of the labels onto the boxes until you have stuck the LEAST IMPORTANT (or LEAST STRESSED) objective label onto Box 16.
- (5) Now, please answer the seven questions on Part B of the answer sheet.
- (6) When you have completed questionnaire (1) go on to questionnaire (2).
- (7) When you have completed both questionnaires seal them into the return envelope and drop it in the mail.

DO NOT PUT YOUR NAME ON EITHER THE ANSWER SHEET OR THE ENVELOPE.

IMPORTANCE OF RELIGIOUS EDUCATION

OBJECTIVES

-ANSWER SHEET-

(1) Most important objective label.
(2)
(3)
(4)
(5)
(6)
(7)
(8)
(9)
(10)
(11)
(12)
(13)
(14)
(15)
(16) Least important objective label.

PART A: Now that you have ranked the 16 objective labels, stick them onto the boxes.

-- Start with Box 1. Put the MOST IMPORTANT objective label in this box.

PART B: In this section you are asked to provide certain information about yourself. Your name is not required. All answers will remain strictly anonymous.

- (1) Sex: Male_____ Female_____
- (2) Did you ever, as a child, attend a Catholic school? Yes____ No____
- (3) In which age category do you fall as of March 1, 1970?
 Under 30 _____
 31 to 40 _____
 41 to 50 _____
 51 to 60 _____
 Over 60 _____
- (4) Are you a member of a religious order? Yes____ No____
- (5) For how many years have you taught in Catholic schools? (To the nearest full year). _____
- (6) Have you had any formal training for teaching religion courses?
 Yes _____ No _____
- (7) What grades do you teach? _____

(1)	Most stressed objective label.
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
(12)	
(13)	
(14)	
(15)	
(16)	Least important objective label.

A SURVEY OF THE DEGREE OF STRESS PLACED
UPON DIFFERENT OBJECTIVES OF RELIGIOUS
EDUCATION, IN THE CLASSROOM

PART A: Now that you have ranked the
16 objective labels according to the
amount of stress you place upon them
in class, stick them onto the boxes.

-- Start with Box 1. Put the
objective label, which YOU STRESS
MOST in your religious education
class, in Box 1.

-- Continue to stick all of the
labels onto the boxes until you have
stuck the LEAST STRESSED labels onto
Box 16.

JAMES G. ESHPETER
Department of Educational Administration
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April, 1970

To _____ of Catholic Children in Separate Schools:

In the latter part of Lent you should have received a questionnaire asking you to state your preferences for the objectives of Catholic Religious Education.

Since your responses are vital to the research which I am undertaking, I sincerely encourage you to complete the questionnaire and return it at your earliest convenience.

Should you choose not to take part in this study, kindly return the questionnaire in the self-addressed return envelope.

If you have already returned the completed questionnaire, I thank you for your cooperation.

Thank you for your attention to this request.

Yours sincerely,

James G. Eshpeter

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